DOCUMENT RESUME

ED 186 390 SP 015 924

AUTHOR Weibly, Gary W.; Olivarez, Ruben Daric
TITLE School Improvement and Staff Development. Documentation and Evaluation Study. A Texas Teacher Corps Network Conference.
INSTITUTION Texas Univ., Austin. Coll. of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE Sep 79
CONTRACT 300-78-0332
NOTE 106p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Educational Environment; Educational Needs; *Evaluation Methods; Input Output Analysis; *Inservice Teacher Education; Institutional Characteristics; Learning Processes; Needs Assessment; *Participant Satisfaction; Program Implementation; *Staff Development
IDENTIFIERS *Teacher Corps; Texas

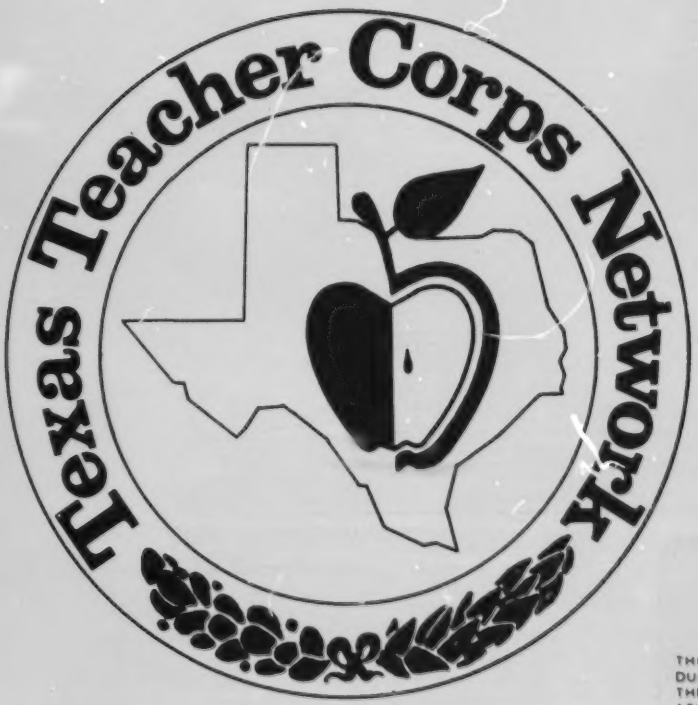
ABSTRACT

Summaries are given of the formal presentations, seminar group discussions, and problem solving sessions of a Teacher Corps conference on professional improvement by means of inservice teacher education and improvement of individual school climates. Evaluation of the conference is presented in the form of the Context/Input/Process/Product (CIPP) model, an evaluation method designed to assess context perspective, input needs and problem areas, implementation of selected activities, and assessment of achievements. Participant reactions to each session of the conference are presented in tabular form. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENTATION REPORT

ED186396



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The College of Education
The University of Texas at Austin

SP 015 924

Texas Teacher Corps Network
THE UNIVERSITY OF TEXAS AT AUSTIN
EDUCATION BUILDING 334
AUSTIN, TX. 78712

THIS PUBLICATION WAS PREPARED PURSUANT TO A CONTRACT BETWEEN TEACHER CORPS, U.S. OFFICE OF EDUCATION, AND THE COLLEGE OF EDUCATION OF THE UNIVERSITY OF TEXAS AT AUSTIN, CONTRACT NO. 300-78-0332. IT IS PART OF THE TEXAS TEACHER CORPS NETWORK EVALUATION, DOCUMENTATION, DEMONSTRATION, AND DISSEMINATION CONTRACT AGREEMENT. CONTRACTORS UNDERTAKING SUCH PROJECTS ARE ENCOURAGED TO EXPRESS FREELY THEIR PROFESSIONAL JUDGMENT IN THE DEVELOPMENT OF SUCH PRODUCTS. POINTS OF VIEW OR OPINIONS STATED DO NOT, THEREFORE, NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DIRECTOR: Dr. RUBÉN D. OLIVARÉZ

PROGRAM COORDINATOR: Dr. GARY W. WEIBLY

Board of Directors	Projects	Deans' Council
Mr. Miguel Conchas	Laredo State University	Dr. Leo Sayavedra
Mr. Richard Bocanegra	Edgewood Independent School District	Dr. John Moore
Dr. Henry Patterson	Texas Christian University	Dr. Herbert LaGrone
Dr. Richard Simms	North Texas State University	Dr. James Muro
Ms. Linda McDonald	Texas Tech University	Dr. Robert H. Anderson
Dr. Bertha Perez	The University of Texas at El Paso	Dr. Norma Hernández
Dr. H. Jerome Freiberg	University of Houston	Dr. William Georgiades
Dr. Claudette Ligons	Texas Southern University	Dr. J. B. Jones
Dr. James Corbett	St. Edward's University	Dr. Glenn Hinkle
Dr. William Parker	Prairie View A & M University	Dr. Harry Hendricks

SCHOOL IMPROVEMENT & STAFF DEVELOPMENT

DOCUMENTATION AND EVALUATION STUDY

A TEXAS TEACHER CORPS NETWORK CONFERENCE

GARY W. WEIBLY

RUBÉN D. OLIVÁREZ

THE TEXAS TEACHER CORPS NETWORK
COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

SEPTEMBER 1979

MAY 1 1980

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS iv

INTRODUCTION 1

CONTEXT OF THE CONFERENCE 6

INPUT TO THE CONFERENCE 9

PROCESS OF THE CONFERENCE 13

PRODUCTS OF THE CONFERENCE 51

INTERPRETATION AND RECOMMENDATIONS 83

APPENDICES

Appendix A: Preliminary Planning Draft: Inservice Education Conference Planning Committee

Appendix B: School Improvement and Staff Development Session Objectives

Appendix C: Evaluation Instrument

List of Figures

Figure		Page
1.	Essential Elements of the CIPP Evaluation Model.....	3
2.	The CIPP Evaluation Model, as used in this Documentation Report.....	4
3.	School Improvement and Staff Development Conference Agenda.....	11
4.	Participant Reactions to "Overall Conference" Broken Down by Project Status.....	54
5.	Participant Reactions to "Overall Conference" Broken Down by Position.....	55
6.	Participant Reactions to "Research Findings and Implications" Broken Down by Project Status.....	57
7.	Participant Reactions to "Research Findings and Implications" Broken Down by Position.....	58
8.	Participant Reactions to "California School Improvement and Staff Development Plan" Broken Down by Project Status.	60
9.	Participant Reactions to "California School Improvement and Staff Development Plan" Broken Down by Position.....	61
10.	Participant Reactions to "School-Based Inservice Broken Down by Project Status.....	62
11.	Participant Reactions to "School-Based Inservice Broken Down by Position.....	63
12.	Participant Reactions to "Clinical Instruction Plan Broken Down by Project Status.....	65
13.	Participant Reactions to "Clinical Instruction Plan Broken Down by Position.....	66
14.	Participant Reactions to "School Climate" Broken Down by Project Status.....	67
15.	Participant Reactions to "School Climate" Broken Down by Position.....	68

List of Figures continued

Figure		Page
16.	Participant Reactions to "Learning Styles" Broken Down by Project Status.....	69
17.	Participant Reactions to "Learning Styles" Broken Down by Position.....	70
18.	Participant Reactions to "How to Change School Climate in an Urban School" Broken Down by Project Status.....	72
19.	Participant Reactions to "How to Change School Climate in an Urban School" Broken Down by Position.....	73
20.	Participant Reactions to "School Climate as Indicated by Staff Relations/Patterns" Brown Down by Project Status..	74
21.	Participant Reactions to "School Climate as Indicated by Staff Relations/Patterns" Broken Down by Position.....	75
22.	One-Way Analysis of Variance Results; P Values, Project Status.....	77
23.	One-Way Analysis of Variance Results; P Values, Position Status.....	78

ACKNOWLEDGEMENTS

The Texas Teacher Corps Network wishes to acknowledge Dr. Roberto Pérez, Program Development Specialist of the St. Edward's University Teacher Corps project for his important contribution in the implementation of the conference. We also wish to recognize Drs. James Hoffman, Jane Stegall, and Gary Weibly for their data gathering and documentation assistance. Finally special thanks to Ms. Emma Harley, Network administrative assistant, for the final typing of this document.

- R.D. Clivárez
Network Director

INTRODUCTION

> *"For me, a Teacher Corps event is always a 'happening.' It is a prized occasion, a time at which hopeful people share their views and their values, a time for such people to recommit themselves to building a more humane and just society."*

Since the Texas Teacher Corps Network was initiated in 1974, two primary objectives have been: (1) to provide the improvement of project management through the facilitation of sharing of project information among the various projects in the state, and (2) to serve as a vehicle for developing technical assistance activities of mutual interest which could not be supported practically by a single project.

In their first meeting since the funding of Program '78 Teacher Corps projects, the Board of Directors of the Texas Teacher Corps Network established priorities for Network-sponsored training activities. The Board, at that time consisting of Teacher Corps Directors from seven projects in Texas, identified inservice education as one of its high priority training needs. This document represents a description of the Network-sponsored activity designed to address this training need.

This event, the Network Conference on School Improvement and Staff Development, took place in Austin, Texas on July 12-13, 1979. Participants of the conference included Community Council members, Teacher Corps staff, local school and university personnel, Network staff, and community members associated with the following Network projects: Laredo State University, Texas Christian University, North Texas State University, University of Houston, Edgewood Independent School District/ Trinity University, Saint Edward's University, Prairie View A&M University, Texas Tech University, and Texas Southern University.

Through skill building and informational sessions, the conference was designed to:

1) Provide participants with an awareness and understanding of alternative strategies for conceptualizing, designing, and conducting school-based inservice programs.

2) Provide participants with awareness and understanding of thematic and operational elements of affective inservice programs.

3) Provide participants with an awareness and understanding of the opportunities available through their Teacher Corps projects to develop, field-test, and validate staff development programs, and to institutionalize those practices proven to be successful as a result of such programs.

Through formal presentations, seminar group discussions, and problem-solving processes, participants were exposed to current research findings and recommendations, and the implications of these findings for those school districts and colleges of education willing to engage in planned innovative inservice education projects. Participants were given the opportunity to explore and examine special ways for: a) organizing school staffs to develop school improvement philosophies and operational guidelines for staff development; b) determining roles and responsibilities of individual teachers, community parents, and the school principal; c) arriving at conceptual understandings of needs assessments; d) defining school climates; and e) learning about the California School Improvement and Staff Development Plan and other relevant ongoing developmental efforts.

Because planning is a crucial ingredient to a successful conference, a special planning committee was nominated, made up of Directors and Network staff. The purpose of the committee was to assess training needs, locate resources, and follow-through on the myriad of logistical details associated with a conference of this

magnitude. Sincere thanks are extended to the members of this planning committee: Dr. Jerome Freiberg, Director, University of Houston; Dr. Henry Patterson, Director, Texas Christian University; Mr. Miguel Conchas, Director, Laredo State University; and Drs. Rubén Olivárez and Roberto Pérez, Network staff.

The documentation of this conference lends itself nicely to an investigative format evolving from the work of Daniel L. Stufflebeam and his associates. Dr. Stufflebeam conceptualizes evaluation as "the process of delineating, obtaining, and providing useful information for decision making" (Stufflebeam, et. al., 1971). A key concept at the heart of useful evaluation efforts, according to Stufflebeam, is the provision of a feedback mechanism. With this as a departure point, Stufflebeam went on to develop and refine an evaluation approach referred to as the "CIPP" model. The term CIPP is an acronym formed by the initials of the elements of the evaluation model, as described below. The CIPP model essentially defines the kinds of information to be collected in an evaluation (or documentation) and the use of that information in decision-making procedures.

Context:	What is the state of the environment in which the system or program will operate? Similar to a needs assessment phase, a context perspective identifies areas in need of remediation.
Input:	What inputs are needed to address the areas identified by the context perspective? That is, once a review of the context identifies a problem area, what activities (inputs) may be designed to address that problem.
Process:	Once activities have been determined, their implementation must be monitored to ensure their success.
Product:	Were the expected outcomes achieved? That is, did the program/ activities lead to the expected changes.

Figure 1. Essential Elements of the CIPP Evaluation Model

The questions and foci inherent in each stage of the CIPP evaluation model make its format ideal as a documentation structure for this report. Accordingly, the remainder of this document will examine each of the four stages of the CIPP model, as specifically related to the Inservice Education conference. An overall perspective of each section is as follows.

Context:	This section addresses the need for a conference on inservice education. Research will be traced that documents training in this area as a high priority for education in the eighties.
Input:	This section addresses the planning procedures followed in the conceptualization design of this conference.
Process:	This section addresses the actual implementation of the planned activities. This is carried out via documentation reports describing the overall "flavor" of each individual session at the conference.
Product:	This section addresses the conference in an evaluative fashion. Results from a participant questionnaire and written comments are used to determine whether or not the conference met its stated objectives.

Figure 2. The CIPP Evaluation Model, as used in this Documentation Report

It is felt that this CIPP orientation to the conference and its documentation will leave the reader with a "total" feeling for the workshop: why it was held, how the sessions and particular format used were selected, what went on during each session, and how well the sessions met their stated objectives.

Additionally, the collected results will be synthesized and interpreted in a final section, entitled "Conclusions and Recommendations." In this way, the experiences and learning generated from this conference may be applied to future training activities.

It should be pointed out that the above brief presentation is not intended to represent an in-depth synthesis of the CIPP evaluation model. Rather, the previous discussion was intended as an introduction to the logic behind adopting a CIPP-based structure in the documentation of this conference. The interested reader is encouraged to contact the Network office for additional information sources regarding the CIPP evaluation model.

CONTEXT

> *"The times call for bold, imaginative education and human service personnel; they are a significant key to how well U.S. citizens perform today and in the future. People are calling for education that counts.....*

In 1965 the United States Congress established the Teacher Corps with the ultimate goals of broadening teacher preparation programs and improving the educational opportunities for children from low-income families. In 1974, an amendment to Title V of the Higher Education Act authorized Teacher Corps to develop and support demonstration projects for retraining experienced educational personnel. A recent edition of Teacher Corps Rules and Regulations reported in the Federal Register (February 23, 1978) details four basic outcomes to be expected from implementation of local projects. Two of these four outcomes are as follows:

1. An improved school climate which fosters the learning of children from low-income families.
2. An improved educational personnel development system for persons who serve or are preparing to serve in schools for children of low-income families.

Thus, it may be seen that the Teacher Corps program, on both national and local levels, has a history of concern for the development of educational opportunities available to children from low-income families. In the past few years, this concern has demonstrated itself through a programmatic focus on staff development and improved school climate through Teacher Corps Project intervention.

Teacher Corps' highlighting of these two educational issues, staff development and school climate, is not an isolated movement. The degree to which staff

development has become a pervasive educational issue is made clear by Joel L. Burdin (1978), who states,

> As the whole education world is responding uneasily to its future, educators, at all levels, are thinking about ways to create a cadre of educators who are constantly renewed and revitalized, and ready to advance new directions. There is great danger that, as our teaching staffs are increasingly stabalized, they will become reactionary and resistant to the changes needed to keep democracy viable and relevant. It is also difficult to think about new directions and imaginative solutions when citizens are rebelling against taxes and government bureaucracy. There's a danger that they will rebel against the schools unless the school staff provides higher quality education....the message is clear -- increased inservice and continuing education is essential (p.31).

Additionally, as pointed out in a recent ERIC Research Action Brief (1978),

> Practitioners and researchers alike agree that school climate is important. Administrators and teachers acknowledge its importance when they speak of boosting morale, increasing involvement, and, in general, maximizing job satisfaction and productivity. Researchers have acknowledged its importance by conducting a multitude of studies intended to indicate the impact of school climate on job satisfaction and productivity and to delineate the relationship between leadership style and organizational climate (p.1).

Despite this widespread attention and consensus of importance, staff development and interventions with school climate remain areas with as many, if not more, questions than answers. As Edelfelt and Johnson (1975) point out, "Guidelines for preservice programs are longstanding, but designing inservice programs that are more than courses and workshops is intricate and baffling. There are few precedents, and there are no existing frameworks at the state level to offer guidance and legitimacy in concept, organization, design, and support." A similar situation exists with regard to the concept of school climate. Since its first appearance in the literature in the mid - 1950's, school climate has been defined in a variety of fashions and used interchangeably with a variety of other terms and concepts. Despite the consensus on the importance of school

climate, two major questions remain, "First, what actually constitutes school climate? Second, can research indicate in concrete, useful terms what impact school climate has on morale and productivity, and, conversely, what effects leader behavior and other organizational factors have on school climate." (ERIC Research Action Brief, 1978)

The conference described in this document was designed specifically to address key issues related to both staff development procedures and school climate. In general, two common goals were kept in mind during the agenda's formative stages:

- The conference should lead to a better understanding of what is meant by staff development and school climate.
- After gaining a perspective of what is meant by staff development and school climate, the conference shall include a series of practical examples of how each area may be effectively dealt with in the "real world."

More specifically, the objectives ultimately written stated that the conference would ...

. Provide participants with an awareness and understanding of alternative strategies for conceptualizing, designing, and conducting school-based inservice programs.

. Provide participants with awareness and understanding of thematic and operational elements of effective inservice programs and school climate.

. Provide participants with an awareness and understanding of the opportunities available through their Teacher Corps projects to develop, field-test, and validate staff development programs, and to institutionalize those practices proven to be successful as a result of such programs.

INPUT

> *"...the determination of strategies for meeting staff development needs (providing inservice education) is a process involving the interrelationship of staff development needs, the content or substance required to meet those needs, the contextual conditions, and the available resources..."*

The impetus for the School Improvement and Staff Development Conference began formally on October 30, 1978. At that time, the Texas Teacher Corps Network Board of Directors met in Austin, Texas to establish priorities for future Network training activities. The principal areas of training discussed were:

. Inservice Education

. Faculty Development

. Community Council

. Special Implementation Features of Teacher Corps

These topics were selected, using a rating/rank order system as being the most pressing training needs specific to the Texas Teacher Corps projects. The general topics determined to be of training interest with relation to inservice education were:

. Definitions of inservice education; roles, responsibilities, incentives

. Needs Assessment

. Alternative Delivery Systems

. Community - Inservice Education Relationships

. Entry into schools

. Assessing effectiveness; levels of impact and impact on school climate

The inservice education conference was tentatively scheduled for spring, 1979 and the following persons were placed on the planning committee: Henry Patterson,

Robert Leos, and Rubén Olivárez. As a result of intervening circumstances, the eventual planning committee for this conference consisted of Roberto Pérez, Henry Patterson, Jerome Freiberg, Rubén Olivárez, and Miguel Conchas. These individuals were given the primary responsibility for the conceptualization, planning and design, and operationalization of the inservice education conference.

Planning for the conference was carried out in conjunction with Board of Directors' meetings and special conference calls. During these times, logistical details were worked out, consultants were identified, the agenda was made specific, and travel arrangements for the participants were made. An example of the planning activities carried out by this group is summarized by a copy of one of its preliminary planning drafts (see Appendix A).

The ultimate agenda for the conference is shown in figure 3. On each of the two conference days, participants met in a large group for presentations and then were given the opportunity to attend two small group sessions of their choice. As may be seen, it was originally intended for participants to work together at the close of each conference day in project teams, but time pressures did not allow for this. Other deviations from the agenda presented in figure 3 included: Drs. Pam Buckley and Karan Townsend presented the "Clinical Instruction Plan" in Dr. Jerry Freiberg's absence and Dr. Roberto Pérez handled all presentations to be made by Dr. Rubén Olivárez.

Presenters were asked to submit specific objectives for their sessions. These objectives may be seen in Appendix B.

PROGRAM
Day One
July 12, 1979

9:00 - 9:30	Introduction, Agenda, Explanation of Activities Dr. Rubén Olivárez
	Presiding over Morning Activities Dean Lorrin Kennamer
9:30 - 10:00	Keynote Speaker Dean Robert Howsam
10:00 - 10:15	Research Findings and Implications Dr. Les Birdsall
11:15 - 11:30	Question and Answer Session
11:30 - 11:45	Summary of Howsam and Birdsall Presentations Dean Lorrin Kennamer Overview of Afternoon Activities Dr. Roberto Pérez
11:45 - 1:00	Lunch (on your own)
1:00 - 2:30	Alternative Models 1. California School Improvement and Staff Development Plan Dr. Les Birdsall 2. School-Based Inservice Dr. Rubén Olivárez, Dr. Roberto Pérez 3. Clinical Instruction Plan Dr. Jerry Freiberg
2:45 - 4:15	Alternative Models — Repeat
4:30 - 5:00	Reconvene as projects for team sharing, summarizing and planning

PROGRAM
Day Two
July 13, 1979

9:00 - 11:00	School Climate Dr. Ed Kelley
11:00 - 11:15	Break
11:15 - 12:30	Three Concurrent Sessions 1. Learning Styles Stephan Jackson, Southwest Educational Development Laboratory 2. How to Change School Climate in an Urban School Burbank Middle School Principal and Teachers, Houston Independent School District 3. School Climate as Indicated by Staff Relations/Patterns Dr. Mark Ginsburg, University of Houston
12:30 - 1:30	Lunch (on your own)
1:30 - 2:45	Three Concurrent Sessions — Repeated
2:45 - 3:00	Break
3:00 - 4:00	Reconvene as projects for team sharing, summarizing and planning
4:00 - 5:00	Reconvene as large group 1. Workshop Summarization 2. Questions and Answers 3. Evaluation 4. Adjournment

Figure 3. School Improvement and Staff Development Conference Agenda

The conference was held in the Al Kiva of the Education Building at The University of Texas at Austin. The Al Kiva, a large tiered meeting room built in the style of the American Indians' Kiva tribal council structure, provides an ideal conference facility. It provides comfortable sitting accommodations with the opportunity for conducting either one large group session or several small group interactions.

PROCESS

> *"Inservice education is the main artery by which new skills, knowledge, and attitudes are transferred to the classroom."*

The documentation of the conference began on the morning of July 12, 1979, at the opening introductory remarks. Documentors for the conference were Dr. Gary Weibly, Dr. James Hoffman, and Ms. Jane Stegall. Their notes were used as a foundation for the process documentation to follow; each of the conference's sessions is summarized in an attempt to capture the essence of what occurred.

In addition to the manual documentation of this conference, the morning sessions on July 12 and 13 (Introductions, Keynote Speech, Research Findings and Implications; and School Climate respectively) were recorded on videotape by the Learning Resources Center - Media Lab of the University of Texas at Austin. These videotapes are maintained by the Texas Teacher Corps Network and arrangements for their viewing may be made through the Network Executive Secretary.

Introduction, Agenda, Explanation of Activities
July 12, 1979;
Dr. Roberto Pérez

Dr. Roberto Pérez opened the Conference on School Improvement and Staff Development with a warm welcome to all those present. He went on to explain that due to professional commitments, Dr. Rubén Olivárez would be unable to be present for the workshop. All conference activities originally scheduled to be facilitated by Dr. Olivárez were thus facilitated by Dr. Pérez.

Roberto went on to give a brief historical perspective on inservice education. Beginning with the generic definition of inservice education as any activity engaged in by teachers that leads to an improvement in their effectiveness as teachers, he stated that the emphasis on teaching credentials and university attendance originated in the 1920's. During the hard times of the depression, inservice activities focused on meeting the problems of youth, both educational and vocational. In the World War II era and following period, inservice education again returned to a sharp focus on producing needed credentialed teachers. By the 1960's, backed by a supportive federal administration, inservice education activities concentrated on strategies for helping the educationally disadvantaged student. Bob concluded this review by observing that inservice education is seldom based on teachers' actual needs and is seldom aimed at realistically improving teachers' effectiveness.

Dr. Pérez followed this presentation with another short historical overview; the history of Teacher Corps at the University of Texas. Starting in 1970, with the Cycle V project in San Antonio, Teacher Corps has been in the University of Texas system for nine years (1972, Cycle VII in Edgewood; 1974, Cycle IX in Austin; 1976, Cycle XI in Austin). Currently the Texas Teacher Corps Network, sponsor of the conference, is located at the University of Texas at Austin.

Dr. Pérez then went on to introduce and give special recognition to several of the people who had a formative influence on the conference. Following this, he discussed the logistics of the days activities, including: review of the conference agenda, room assignments (large sessions to be held in the Al Kiva, concurrent sessions to be held in various other individual rooms), and general maintenance details (lunch, vouchers, and so forth). He then introduced Dr. Lorrin Kennamer, Dean, College of Education, the University of Texas at Austin, who would be presiding over the morning activities.

Presiding Over Morning Activities
July 12, 1979;
Dean Lorrin Kennamer

Dean Kennamer also began with a historical flavor by pointing out that over recent years the number of Teacher Corps interns trained at each project has decreased, and therefore, so has the number of graduates. He used these remarks to illustrate the new Teacher Corps directions; a continuing emphasis on teacher education in the form of preservice with interns along with an increasing commitment to teacher education in the form of inservice with experienced teachers. Referring to a recent Teacher Corps Newsletter, he made the point that a central issue in all of Teacher Corps' current activities is communication. Similarly, communication is a key issue in the area of inservice education; currently there exists a plethora of terms used to describe inservice education and each impacts the particular nature of the inservice education activities. He went on to say that a proper goal for a conference on in-service education should be one shared by the current conference; communicating what is meant by the term, and how it should be carried out. To further illustrate the need for such clear communication, he went on to read several humorous reports made by persons involved in automobile accidents who were trying to clearly communicate what had happened to them. He concluded by introducing Dr. Robert Howsam, Dean, College of Education, the University of Houston, the morning's keynote speaker.

Keynote Speaker
July 12, 1979;
Dr. Robert Howsam

Dean Howsam informally titled his speech, "The Knot in the Shoelace." Referring

to a common problem experienced by everyone, at least those individuals who own shoes with laces, he described the situation of trying to untie a knot in a shoelace; a common approach it to pull on the lace impatiently, which unfortunately only compounds the problem. He made the point that education in general, and inservice education in particular, has a long history of the same type experiences. That is, when problems are encountered, the most common response by educators and others is to "pull the knot," which only compounds the problems.

With regards to inservice education, Dean Howsam reported that perhaps the most typical problem is the failure to distinguish between preservice, inservice, and continuing professional growth and development activities. Although different, they are mixed, intertwined, and confused. Stating that these three aspects of "inservice" differ in terms of aim and responsibility, he gave the following definitions of each:

- Preservice: a training procedure that is the responsibility of the teaching profession.
- Inservice: the process of improving one's ability to do a specific job.
- Continuing Development: a responsibility of the individual to keep up with the changing role demands.

Two central points made by Dean Howsam that were underscored were:

- Education is the only profession in which learning is its business. Accordingly, professionals in this field should be role models of life-long development of skills. After all, a teacher telling students that they must learn should provide reinforcement by role modeling learning themselves.

• Teaching is the most seriously undereducated profession. Teachers are entered into practice when they are knowingly deficit in the knowledge and skills needed to practice their trade. These professionals are encouraged to go back to school from virtually their first day of work experience for inservice education. However, this inservice education is not about continuing ones development, it is not intended to address specific needs, it is instead designed to remedy deficits arising from original training (preservice).

Dean Howsam then moved to a discussion of Teacher Corps and its commitment to removing underprivilege and artificial barriers to "access." Using the phrase, "It's easier to get the people out of the slums than it is to get the slums out of the people," as an analogy, he described teaching as the profession of poverty. Poverty, he said, is taught to people, it becomes learned and internalized. Similarly, teachers suffer from a poverty of preservice training, yet the responsibility for this deficit is given to the teacher and not the teaching profession. This is a reality that must be fought and changed.

Dean Howsam concluded by stating that inservice education is currently an obscenity. It is used as a bandage for the system's larger wounds. The failure to prepare teachers for adequate service is a "birth deficit" that they carry throughout their careers. Their inservice education, for the most part, is comprised of survival skills learned on their own in the classroom. What teachers know does not in most instances come from their profession, but their individual experiences. Therefore, says Dean Howsam, teaching currently is not even a craft, the prerequisite thorough training necessary for such a label is missing. The answer lies in the development of a professional culture of teaching in which values, skills, and philosophies are developed and transmitted to its professionals, and updated when needed.

Research Findings and Implications
July 12
Dr. Les Birdsall

Dr. Birdsall, President of the Network for School Improvement/California Staff Development Network, spoke on procedures for building comprehensive, effective school improvement and staff development programs. Using school-based research as references, he first reviewed the basic issue of why some school improvement programs are effective and some are not. From the Rand research, he described three critical phases of any program: mobilization, implementation, and incorporation. Using a 2 x 2 matrix descriptive approach to each of these three phases, he described the following possible outcomes:

Ⓐ MOBILIZATION PHASE

DISTRICT \ SCHOOL	Low	High
low	(a) Opportunism	(c) Grassroots
high	(b) Top Down	(d) Broad Based

PARTICIPATION

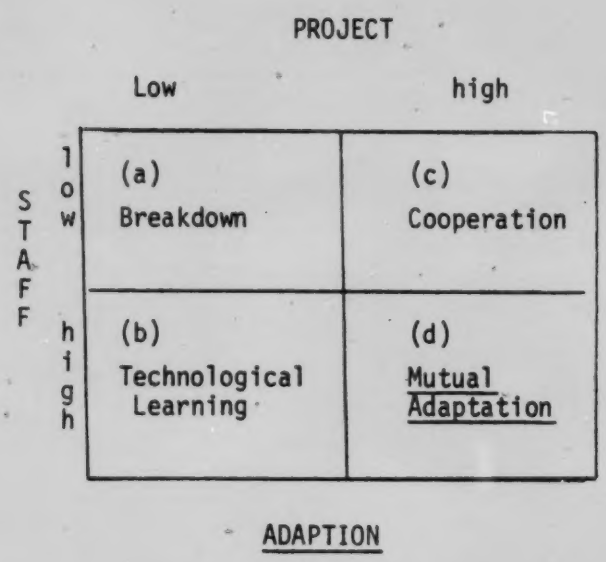
(a) Only incentive available is money, program goes nowhere.

(b) Program exists for year or two but then is shelved.

(c) Experiences some success, but dies out when local support evaporates.

(d) Best chance for success, but not ensured.

(B) IMPLEMENTATION PHASE



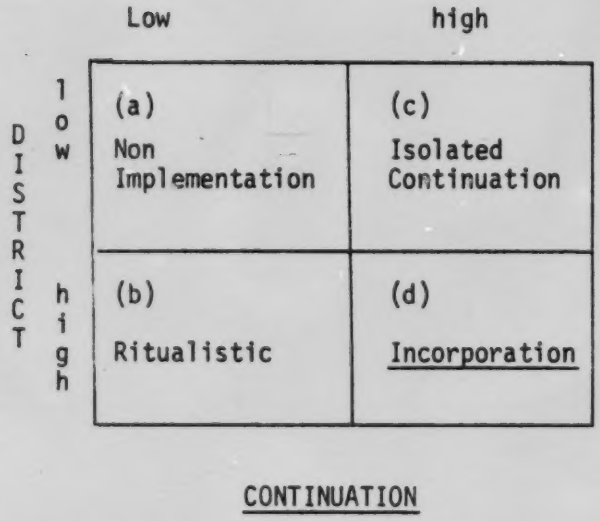
(a) Program goes nowhere.

(b) Staff learns on their own, this never occurs.

(c) Staff uses only what they want unless monitored.

(d) District and Project people mutually involved. Success still not ensured however.

(C) INCORPORATION PHASE



(a) Program goes nowhere.

(b) Program carried out only when monitored.

(c) Sporadic use, no overall program impact.

(d) Program effectively used.

He then went on to discuss the role of the community and/or school site council in the development of any school improvement plan, a role which he feels is crucial. This type council, in order to be useful and effective needs to be representative, collaborative, active in decision-making, and an integral part of the school and schooling in general.

Dr. Birdsall then made the point, similar to one made earlier by Dean Howsam, that school staffs and community council members need to grow into their own potential before they can expect their students to reach their potential. The challenge and stimulation of effective education must start with the staff. Accordingly, inservice education and school-improvement programs should have a school-based orientation. Although the school site is thus the locus of beginning change, it does not stand alone. Dr. Birdsall stressed that there has to be the additional support of a technical assistance and training resource system to help support program development. Such systems currently include State Departments of Education. school districts, county offices, colleges and universities, and special centers.

The assistance that such systems can provide to schools includes the following:

. Leadership training

. Group Process/Communication Skills

. Management Training

. Research Dissemination

. Alternatives for Program Design and Adoption

. Training in Program Planning, Implementation, and Evaluation

. Staff Development (Training of Trainers)

These type services may be applied at any of three levels of impact and need: (1) individual and group needs of students, (2) instructional processes, and/or (3) classroom/school/home/community ecology.

In concluding, Dr. Birdsall discussed ten lessons to be learned about building school improvement and staff development programs, and seven steps to be considered in designing all staff development training activities. This information was distributed to conference participants in handout form, and is reproduced below.

Building comprehensive, effective school improvement and staff development programs is a long-term venture. From research and experience we have learned ten lessons. They are:

1. School leaders -- board members, superintendents, administrators, teachers, other staff, parents and students -- all have interdependent roles to play. Each participant, and the energy, ability, and commitment they bring to the task, is a critical determinant of the success that can be achieved;
2. The successful implementation of school improvement and staff development programs requires the ongoing involvement of school site participants in planning, implementation, and evaluation activities. This includes the presence of a regular planning and problem-solving process that facilitates the adaptation and modification of activities to meet existing and new school needs. Success is a product of how well needs are identified, programs developed, and implementation matched and rematched to school needs and conditions;
3. Successful school improvement programs require the existence of effective staff development programs. Likewise, effective staff development programs are related to school site improvement activities;
4. In each year, new school improvement needs and priorities are likely to emerge and they should be integrated into existing school plans;
5. As the school improvement and staff development programs proceed, the responsibilities of the school site council, staff, principal, and resource agencies expand rather than contract. Capacity-building activities designed to increase their individual and collective knowledge-base (and consequent ability) to carry out these responsibilities should be provided for;
6. *HOW* the program is carried out is just as important as *WHAT* is done. Comprehensive school improvement and staff development programs require the development of effective process skills (staff and community organizing, group process, decision-making, planning, program development, implementation, and evaluation) and program skills (instructional strategies, development of curricula and supporting materials, improving school environment and classroom management, etc.);
7. To be successful, schools need (from school boards and administrators) leadership, authority, and legitimacy for the process that places the responsibility for program development at the school site. They need to develop a program-planning process that includes parity and team building among the community and professionals. Finally, they need to develop a capacity to identify needs, program options, implementation strategies and evaluative approaches that contribute to to the review and modification of the program. The development of this capacity will take both experience and time;

8. Research information and field experiences involving the effectiveness of organizational and technological components of school improvement and staff development must be compiled, translated into useful form, and effectively disseminated;

9. The State Department of Education, district and county offices, regional resource agencies, colleges and universities, and other educational institutions must establish a technical assistance and training resource system to support local school site efforts. This system must be directed at supporting and building capacities at the school site to carry out their program; and,

10. A professional development continuum must be established to:

    a. Connect preservice teacher preparation to the different inservice professional needs occuring in subsequent years (these needs will differ according to the individual, professional responsibility, aspirations, interests, years in service, etc.); and,

    b. Provide continuing professional development for the school site staff as a working unit involved with a unique group of students at a specific site with particular objectives, conditions, and relationships.

The following seven steps should be considered in designing all staff development training activities.

1. Provide a thorough understanding and knowledge of the theories, educational objectives and circumstances of application which apply to the particular staff development skills and strategies;

2. Demonstrate the skills and strategies in modeling sequences designed to replicate application situations (participants can be used as students for these purposes);

3. Require participants to prepare lessons using the skills and strategies and to practice these lessons in situations designed to replicate applicable situations (again, participants can be used as students);

4. Provide structured feedback after each individual practice exercise. Both a participant and the trainer should provide this feedback on the basis of a formal observation instrument or presentation guide. Other participants should provide informal feedback;

5. Participants should use the skills and strategies in classroom situations where they can be observed (video-taping is one method of observation, a participant-observer is another) and receive feedback;

6. Participants should have an opportunity to jointly examine implementation experiences to resolve difficulties or further develop the use of these new skills and strategies; and

7. Periodically there should be a review of the skills and strategies in which participants refresh and renew their techniques.

School-Based Inservice
July 12, 1979
Dr. Roberto Pérez

Dr. Pérez began by asking each group member present to identify himself/herself and give a short statement about what their expectations were about this session. He explained this last request by stating that, just as the inservice development model currently being presented was school-based, he would prefer to have the presentation tailored to fit the expressed needs of the participants present.

Roberto then went on to relate that the school-based inservice model he would be presenting arouse from experiences with the Cycle XI Teacher Corps project in Austin over the course of two years. He stated that the model's development was a collaborative effort, representing participation by many different task force members, teachers, interns, and others.

The school-based inservice model, explained Roberto, would be presented in a "hands-on" method. That is, the model would be presented by having participants present go through a shortened version of the activities associated with the model's actual implementation. He then previewed the five steps or stages of the model to be presented: (1) Teaming up for professional development, (2) Guidelines for staff development needs assessment, (3) Needs assessment, (4) Training activities, and (5) Evaluation. The activities associated with each of these stages are presented below.

1. Teaming up for professional development

As pointed out earlier, the school-based model of inservice education development has as one goal the formation of staff development teams for planning purposes

in which everybody is involved. The particular experience used for this type teaming by the current model is a group meeting in which small groups address such inservice education issues as: What is it? Who conducts it? What should it cover? Within each group, a consensus approach was used to respond to these questions on a two-part approach: What are the answers to these questions regarding inservice as it is done now, and what are the answers to these questions regarding inservice on an ideal basis. Conference participants went through a shortened version of this procedure for demonstration purposes, and a copy of the form used to faciliate this procedure was distributed to all members present. When conducted with a project school in the Cycle XI, team members developed a list of inservice program characteristics that they would like to incorporate into their staff development programs. A copy of these characteristics is included at the conclusion of this session's documentation. Also included is a copy of the purpose statement for the inservice education curriculum committee.

2. Guidelines for staff development needs assessment

In the model currently discussed, two types of needs were addressed. Each of these two is discussed below.

- Teacher identified needs - that is, needs of the teacher as an individual and a professional were considered to be of prime importance.
- Student needs - that is, needs of the student as an individual and a learner were also considered to be of prime importance.

3. Needs assessment

Teacher needs were generated from the Teacher Corps Generic Competency Framework list which lists eight competencies:

. Assessing and diagnosing

. Planning activities

. Conducting instruction

. Management of the environment and resources

. Evaluating instruction

. Evaluating self

. Working in school/community context

. Working with auxilliary personnel

Each of these eight generic competencies was fleshed out with a number of sub-competencies and behavioral examples so that it was clear what activities each referred to. Teachers then filled out both an Importance Inventory and a Needs Inventory. The purpose of the Importance Inventory was to find out (1) which of the skill categories the teachers considered to be most important at their school, and (2) which of the behaviors in each generic competency were considered to be the most important at that school. The Needs Inventory was used by teachers to self-diagnosis their abilities in each competency and subcompetency area, and included a self-rating of skills and setting in which the rating referred to. In this way, teacher's needs and strengths could be identified. Teachers were given careful instructions to distinguish between training "wants" and training "needs." Conference participants at this session were given copies of these two instruments.

4. Training activities

Using the school-based model of inservice development, it is important that teachers receive training that is suited to their particular needs. Accordingly, "tracks" were established, in which teachers were grouped based on similar expressed training needs. Training was led by personnel with direct contact, experience, and expertise in the target area. In-house personnel were used, whenever appropriate. A two page description entitled "Establishing the Training Tracks" is included at the conclusion of this session's documentation.

5. Evaluation

There was not adequate time to completely cover the methods of evaluating inservice education training activities, but Dr. Pérez referred to the use of various paper and pencil evaluation instruments as well as to the possibility of using observational techniques.

INSERVICE PROGRAM CHARACTERISTICS

1. TEACHERS WILL HAVE THE MAJOR SAY IN DETERMINING WHAT THEIR INSERVICE PROGRAM IS TO BE.
2. A SYSTEM FOR ASSESSING THE TEACHING COMPETENCY NEEDS OF PROFESSIONAL STAFF WILL BE IN USE.
3. INSERVICE EDUCATION WILL BE AN INTEGRAL PART OF PROGRAM IMPROVEMENT AND WILL TAKE PLACE BEFORE ANY CURRICULUM CHANGE BEGINS.
4. IT WILL BE AIMED AT PROVIDING INTRINSIC SATISFACTION TO ALL PARTICIPANTS.
5. EVERY PARTICIPANT, (TEACHER, INTERN, TEACHER-AIDE, PARENT, PRINCIPAL, ETC.) WILL HAVE THE OPPORTUNITY TO LEARN HOW TO DO HIS/HER JOB BETTER.
6. THERE WILL BE OPPORTUNITY TO PREPARE FOR CAREER ADVANCEMENT IF A TEACHER WISHES AND IF APPROPRIATELY DETERMINED BY UNIVERSITY AND SCHOOL DISTRICT OFFICIALS.
7. ADMINISTRATORS WILL ALSO HAVE INSERVICE EDUCATION.
8. THE PROGRAM OFFERS MORE ALTERNATIVES THAN JUST COLLEGE COURSES OR WORKSHOPS.
9. THE RESOURCES OF THE UNIVERSITY OF TEXAS AND OTHER NEAR-BY TEACHER EDUCATION INSTITUTIONS WILL BE UTILIZED IN PLANNING AND IMPLEMENTING INSERVICE PROGRAMS.
10. THE COMMUNITY WILL UNDERSTAND AND SUPPORT THE NEED FOR INSERVICE EDUCATION.
11. THERE WILL BE TANGIBLE REWARDS FOR INSERVICE GROWTH.
12. THERE WILL BE AN ON-GOING PROCESS FOR LINKING PRESERVICE AND INSERVICE EDUCATION. THEREFORE TRAINING FOR INTERNS AND TEACHERS WILL BE IN SOME CASES INTEGRATED WITH WELL-DEFINED TRAINEE ROLES.

Inservice Education Curriculum Committee

Members: Principal or Assistant Principal and/or supervisor, 6 teachers (1 per grade level), 1 teacher-aide representative, 1 special teacher.

The members are selected by the constituents represented. The committee will oversee and guide all of the planning and operations of inservice activity in the school. It is responsible for establishing an inservice education definition which is collectively derived by all of the educational personnel in the school. It is responsible for carrying out (and/or securing external assistance to carry out) the following functions:

1. Organizes the school for professional development.
2. Plans and develops an on-going teacher needs assessment.
3. Assists in conducting a teacher needs assessment.
4. Provides input for designing inservice teacher education activities based on needs assessment.
5. Receives feedback on inservice education activities from the school staff.
6. Expresses concerns and provides feedback on inservice education activities to the school staff.
7. Identifies prospective consultants and selects individuals who can provide training or other assistance.
8. Provides feedback to consultants, workshop leaders, teacher-directed presentations and methods of presentation and curriculum content.
9. Identifies and requests instructional materials which relate to teachers' instructional needs.
10. Serves as liaison between the principal and teachers in collecting pertinent information and in discussing proposals for continued on-going program operations.

Establishing the Training Tracks

Who is in charge?

-The principal or assistant principal is the inservice coordinator of the program and oversees the administrative details such as approving the time, day, and place of the meetings. He/she also serves as an advisor and guide for the training programs.

-Each grade level chooses a chairperson to direct the grade level activities. This person shares the responsibility of the program's details with peers. The chairperson needs to be familiar with planning activities in order to serve as a source of information regarding the training in that grade level. The chairperson shares the chairmanship with a second grade level chairperson in the case of combining training tracks.

How do teachers establish training tracks?

The first grade level meeting should be held to make final plans for the training tracks. Two or three tracks may be held during each school semester. Prioritization of the training tracks should be decided as well as whether to combine tracks with other grade levels. Contact with potential consultants and presenters should be initiated. Of great importance is the integration of the assessed needs into the training track content. The list of all competencies should be reviewed by the person conducting the training. The focus should be on identified teacher needs.

How often should tracks meet?

Twice monthly meetings for professional training are the recommended minimum sessions. Teachers should meet for about 1½ hours a session.

What about teachers who are not teaching on grade level, i.e., the special area teachers?

These teachers, such as librarians, P.E. instructors, special education teachers, music and art teachers, should be integrated into the existing program whenever possible. Separate training is under the discretion of the inservice coordinator. There are workshops, university classes, and conventions that could be substituted for on campus training. As off campus training does not foster the school spirit generated by a cooperative program within the local school community, inservice coordinators need to be selective about special training for special area teachers.

California School Improvement and Staff Development Plan
July 12, 1979
Dr. Les Birdsall

Dr. Birdsall's presentation was a continuation of, and elaboration on, his earlier presentation, already documented in this section.

He began by giving a brief history of the California School Improvement and Staff Development Plan, including its current status. He then moved on to discuss the facilitating authority of council, staff, and parents, stating that certain programs must be built (i.e., are mandatory), while others are optional. He also stressed that fact tnat the California plan, like any school improvement and staff development plan, is a long term program. Overnight changes should not be expected and planning should stress long-view objectives.

Moving into the area of problems associated with the actual implementation of a school improvement and staff development plan in the public schools, Dr. Birdsall reported that a major problem must be faced in convincing educators and school personnel that school reform is really reform and not just an expensive, meaningless cosmetic modification. Based on experience, he also stated that many schools avoid real change in their climate by simply buying "things" rather than by tackling the much tougher jobs of planning, thinking, acting, and changing.

Dr. Birdsall did say, however, that there are no generic answers or solutions for dealing with school improvement plans. There are no receipe-type formulas that will ensure a uniform, successful product. The key issue lies in dealing with the site-specific variables; this involves careful analysis, definition, and planning. It is not appropriate to identify problems on a global, universal basis. Each school presents its own unique variables to deal with, and must be treated individually.

Clinical Instruction Plan
July 12, 1979
Drs. Pam Buckley and Karan Townsend

The clinical instruction plan is based on a concept new to education but one having its historical routes in anthropology - ethnology. Briefly, ethnography is a field-based approach to understanding behaviors that relies heavily on observation techniques. Within education, ethnography allows for an entire new set of categories for description. For example, detailed protocols may be used to record, in a narrative fashion, what happened during the course of a program or procedure. A first step in the use of such a practice is the establishment of a base-line estimate of the pre-program status of the behavior(s) you are interested in. As the program is implemented, continuing observation allows for documentation of program effects.

Drs. Buckley and Townsend described a comprehensive procedure that they and other University of Houston personnel have developed that focuses on in-school teacher development. Following this procedure, a teacher who has expressed a need for some specific skills training will be provided a substitute teacher to fill in with his/her class while the skills training is being conducted. Key concepts to this approach include the following:

. it must be organized on a needs basis. That is, the training provided must be specific to the needs of the teacher, and not global in nature.

. the program should be school-based. That is, the training should be provided within the context of the presenting environment, the school. This will result in the maximum transfer of newly learned skills back to the classroom setting.

The presenters concluded by discussing desireable consultant characteristics. These included:

. The consultant should be an active listener. This is in opposition to both the passive listener (who is inactive and does not respond) and the "aggressive" listener (who overpowers the talker with advise, recommendations, etc.). The active listener is sympathetic to the speaker's concerns, checks to make sure he or she understands the issues at hand, and actively involves the speaker in the conversation.

. The "good" inservice education consultant must be practical. That is, while particular training procedures, solutions to problems, etc., may be sound on a theoretical basis, they fail to take into account practical concerns. The teacher who wants techniques for working with one child can't realistically adopt procedures that call for her to ignore the other twenty students in her class.

. The good inservice education consultant will create a training situation in which the "trainee" is allowed "hands on" experiences and contact with the material. That is, teachers appreciate, and learn most profitably (in most cases) by doing. This also helps increase the transfer of newly learned skills back into the classroom.

School Climate
July 13, 1979
Dr. Ed Kelley

Dr. Ed Kelley, professor from the University of Nebraska at Lincoln, began his presentation on school climate by asking the audience to think of two things throughout his opening remarks.

(1) What questions would you like to have answered by my presentation?

(2) Please think of an adjective that describes where you are at the moment regarding this conference.

He then went on to give a general introduction to the concept of school climate and its assessment and development. To begin with, he traced the difficulty experienced in arriving at a consensus definition as to what school climate precisely is. He reported that since the mid - 1950's, when the concept of school climate began appearing in the professional literature, a variety of terms have been used to describe this phenomenon. According to Dr. Kelley, perhaps the most common synonym for school climate has been morale. He, however, stressed that most theory and research do not equate the two. To illustrate the difference, he used a weather analogy. He stated that school climate could in some ways be likened to the climate (weather wise) of a particular region: both are enduring characteristics that describe an overall situation or state of affairs. Morale, on the other hand, may be likened to any particular day's weather: both are situationally and/or time specific. Therefore, school climate is enduring and very slow to change, whereas morale is related to a specific time and/or place and is subject to rapid change.

Before actually providing a definition, Dr. Kelley made three general points regarding school climate:

(A) The climate of a school, or any organization, changes very slowly. Typically, a minimum of two or three years are needed to make significant changes.

(B) Climate of a school is almost totally dependent upon the leadership in the setting. For example, in schools the administration (principal) can usually take "ownership" of 60% of everything that contributes to the climate.

(C) There is no such thing as a single preferred climate for every setting. You must start with the unique elements of the setting you are interested in, and work from there.

Conference participants were then asked to take a short "test." Dr. Kelley distributed a copy of eleven different definitions of school climate and asked that each person present judge each definition as to whether: (A) it was their preferred definition of school climate, (B) they disagreed with the definition, or (C) they agreed with the definition. After allowing participants time to complete this exercise, he reviewed each of the eleven definitions and the group's response to each. Overall, he presented the following definition of school climate as being most appropriate:

- Climate is concerned with both the accomplishment of goals and the feelings of individuals within the organization. Thus, one definition of climate is the relationship between the characteristics of an environment and the outcomes which occur in that environment.

Dr. Kelley then asked the large group to break up into smaller groups on a project basis. Each project group was asked to discuss school climate in general, what it means to them and what the project's unique concerns regarding school climate

were. During the fifteen minutes allowed for this small group discussion, Dr. Kelley circulated throughout the audience, acting as a facilitator and resource person.

Lastly, Dr. Kelley presented a model that can be used to illustrate and to identify climate relationships which are of interest to educational planners, to community persons, and to organizational leaders in schools. Basically, the model may be represented by a 6 x 5 matrix, with six environment categories in the left-hand colum, and five outcome categories in the top row. These categories are defined below. Each of the thirty cells created by the interfacing of the six rows and five columns of the model can be examined separately or in combination with any number of additional cells.

The definitions which are applicable for the six environment categories are:

Physical:	Facilities, equipment, temperature, lighting, etc.
Emotional:	Personal expectations of self and others, personal feelings of motivation.
Cognitive:	Aptitude, quality and quantity of factual and conceptual information provided or required, styles of information processing.
Social:	Opportunities for working with others within the setting including subordinates, peers and superordinates.
Purpose:	Goals or mission of the environment and organization.
Structure:	Tasks and activities; rules and regulations.

The definitions which are applicable for the five outcome categories of the model are:

Achievement:	Performance as assessed in any of a number of methods including standardized tests, criterion levels, by use of checklists of skills or task completion, by use of observations of performance, by use of teacher-made tests, and so forth.
Self-Concept:	Feelings of self-worth, personal dignity.
Social Relations:	Patterns of interaction with others; feelings of acceptance of and by others.
Attitude Changes:	Changes in individual or group perceptions about beliefs and values.
Behavior Changes:	Changes in observed behaviors, e. g., attendance, rates of task completion, levels of responsibility, socially deviant behaviors, etc. (This category does not include changes in behaviors which are direct outcomes of the instructional program.)

With regard to a question on general elements of "good" and "bad" school climates, Dr. Kelley repeated that s single "good" climate cannot be universally specified, but that the following three elements are usually essential to changing climate of a job: (1) providing a challenge, (2) providing the opportunity for a sense of personal development, and (3) provision of rewards. He also stated that it is far easier to describe the elements of a poor climate than of a good one. He reported that if you had the goal of building a poor climate, you should:

. Never tell people what you expect of them.

. Ask people to do things they can't do.

. Never give anybody any feedback or the quality of their job performance.

Learning Styles
July 13
Stephan Jackson, Southwest Educational Development Laboratory

Mr. Jackson asked the group to take a few minutes to reflect on the meaning of "learning styles." Take some notes on how you believe learning styles might be important to the topic of school improvement.

The group shared their ideas on these questions including:

- methods by which a child can learn
- manner in which a child perceives and organizes information from the environment
- pattern and preference for mastering skills.

Why would we study learning style?

- to structure activities in a way to capitalize on and use learning style to enhance learning.

The starting point is and must be assessing what learning style(s) a child might have. Although a consideration of learning style is mandated in many federally supported programs, measurement is still a weak link.

We will limit our consideration today to three constructs although there are many identified in the literature. With each of these, we will look at how these traits are measured.

Field Dependence (sometimes referred to as field sensitive) and Field Independence

Construct was developed by Wikin in his work with pilots and their ability to locate the horizontal with and without a context or a disorienting frame. The embedded figures test is used to assess this trait. The different tasks from this test were reviewed with the group. The group also worked th. draw a person test to assess (FD) and (FI).

Research Findings

- age is a very powerful factor field independent

  as kids get older they become more field independent

- the more contacts with western societies the more field independent

Some weak points of the theory

- deficit side of field dependence is often overstressed

- field dependence is measured in terms of an absence of field independence. There is no test which measures the strength of field dependence.

- when cultural groups are characterized as field dependent it is often ignored that within groups there is great diversity with respect to these variables.

It is the best (i.e., the most researched) of the cognitive style constructs.

Conceptual Tempo
Impulsivity/Reflectivity

Based on the work of Jerome Kagen which focuses on kids who take time on tasks vs. kids who are quick to respond: Those who respond quickly being more likely to make mistakes. The group reviewed the "matching familiar figures test" which was developed by Kagen to assess this trait.

Problems

- the measurement of this trait is masked by a child's abilities in visual areas.

Another means of assessing this trait was developed at Stanford with what is called the rabbit and carrot test. Correlation between these two tests is about 0.

Research Findings

- teachers who are reflective seem to help kids who are more impulsive become reflective. The reverse is not true (i.e., impulsive teachers don't have this effect).

- as kids get older, they become more reflective

Categorization Styles

Developed by Segal. Measured by picture test. Student describes which ones go together and why.

1. relational style - e.g., boy plays with a dog
2. descriptive - line drawings versus a picture
3. inferential - boy and dog go together because they are mamals

What you get from this test is a distribution of an individual's preferences in percent terms.

Implications for Instruction

- No clear (i.e., definite) findings in the research literature.
- We are not ready to make prescriptions from what research there is.
- A lot of things we can speculate about intuitively, e.g., field independence with a phonic approach.
- No one style is better than another but often the curriculum is devised in favor of the field independent child.

REFERENCES

Annesley, F. R. "Cognitive Style as a Variable in the Reading Achievement and Intelligence of Boys." Ph.D. Dissertation, Temple University, 1971.

Beller, E. K. "Methods of Language Training and Cognitive Styles in Lower-Class Children." Paper read at the Annual Meeting of the American Educational Research Association, 1967. Reported in Coop, Richard H. and Irving E. Sigel, "Cognitive Style: Implications for Learning and Instruction," Psychology in the Schools 8 (April 1971), 152-161.

Buriel, R. "Cognitive Styles Among Three Generations of Mexican American Children." Journal of Cross-Cultural Psychology 6, 1975, 417-429.

Canavan, D. "Field Dependence in Children as a Function of Grade, Sex, and Ethnic Group Membership." Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C.: August 1969.

Carden, J. A. "Field Dependence, Anxiety and Sociometric Status in Children." MA Thesis, University of Texas at Austin, 1958.

Cohen, Andrew. "Successful Second-Language Speakers: A Review of Research Literature." ERIC ED 142 085. 1977.

Cohn, Marvin Lester. "Field Dependence-Independence and Reading Comprehension." Ph.D. Dissertation, New York University, 1968.

Coop, Richard H. and Sigel, Irving E. "Cognitive Style: Implications for Learning and Instruction." Psychology in the Schools 8, 2 (April 1971), 152-161.

Davey, Beth. "A Psycholinguistic Investigation of Cognitive Styles and Oral Reading Strategies in Achieving and Underachieving Fourth Grade Boys." Ph.D. Dissertation, Case Western Reserve University, 1971.

De Avila, Edward A. "Research on Cognitive Styles with Language Minority Children: Summary of Pilot Study Design and Data Analysis." Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, 1978.

De Avila, E. A. and Matluck, B. J. "Teacher Perceptions of Cognitive Style and Achievement Among Language Minority Students: Implications for Research and Educational Intervention." Paper presented at the Annual Meeting of the Southwest Educational Research Association, Austin, Texas, 1978.

De Avila, E. D., Fleming, J. S., Cervantes, R. A., and Laosa, L. M. "Cognitive Styles of Language Minority Children: Some Preliminary Results." Paper presented at the Seventh Annual International Bilingual/Bicultural Education Conference, San Juan, Puerto Rico, 1978.

Debus, R. L. "Effects of Brief Observation of Model Behavior on Conceptual Tempo of Impulsive Children." Developmental Psychology 2 (1970) 22-32.

deHirsch, K., Jansky, J., and Langford, W. S. Predicting Reading Failure. New York: Harper and Row, 1966.

Dermott, Ralph A. "Two Dimensions of Field Dependence-Independence: How They and Nine Other Variables Interrelate and Predict Specific Reading Skills at the End of the First Grade." Ph.D. Dissertation, University of Maine, 1977.

Egeland, Byron, et al. "Visual Information Processing: Evaluation of a Training Program for Children with Learning Disabilities." ED 132 161, 1976.

Finney, Betty Jane. "The Modification of Conceptual Tempo in Disadvantaged Boys." Ph.D. Dissertation, Case Western Reserve University, 1968.

Gardner, Riley W. and Robert I. Long. "Field-Articulation in Recall." The Psychological Record 11 (1961), 305-310.

Gluck, Elizabeth A. Tabellario. "Psychological Differentiation and Reading Achievement in First Grade Children." Ph.D. Dissertation, Boston University, 1973.

Guenther, A. A. and Hills, P. R. "The Relationship of Cognitive Style to Language Acquisition and Selected Aspects of Nonverbal Communication." ERIC ED 130 348, 1976.

Haskins, R. and Mckinney, J. D. "Relative Effects of Response Tempo and Accuracy on Problem Solving and Academic Achievement." Child Development 47, 3 (September 1976), 690-696.

Haskins, R. and Mizarahi, R. "Effects of Strategy Training on Tempo of Responding." Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, 1978.

Hood, J. E. and Kendall, J. R. "A Qualitative Analysis of Oral Reading Miscues of Reflective and Impulsive Second Graders: A Follow-up Study." Paper presented at the Annual meeting of the American Educational Research Association, 1974.

Johnson, Beryl Louis. "Conceptual Tempo and the Achievement of Elementary School Boys." Ph.D. Dissertation, Case Western Reserve University, 1969.

Kagan, Jerome. "Reflection-Impulsivity and Reading Ability in Primary Grade Children." Child Development 36 (1965), 609-628.

Kagan, J., Moss, H. A., and Sigel, I. E. "The Psychological Significance of Styles of Conceptualization." In Basic Cognitive Processes in Children, Monograph of the Society for Research in Child Development. Edited by J. F. Wright and J. Kagan, Vol. 28 (1963), pp. 73-112.

Kagan, J., Pearson, L. and Welch, L. "Modifiability of an Impulsive Tempo." Journal of Educational Psychology 57 (1966), 359-365.

Kagan, S. and Buriel, R. "Field Dependence-Independence and Mexican American Culture and Education." In Chicano Psychology, ed. by J. L. Martínez, New York: Academic Press, 1977.

Kagan, S. and Zahn, G. L. "Field Dependence and the School Achievement Gap Between Anglo-American and Mexican-American Children." Journal of Educational Psychology 67 (1975), 643-650.

Kogan, Nathan. "Educational Implications of Cognitive Style." In Psychology and Educational Practice, ed. by Gerald S. Lesser, Glenview, Ill.: Scott, Foresman and Company, 1971, pp. 242-292.

Laosa, Luis M. "Cognitive Styles and Learning Strategies Research: Some of the Areas in Which Psychology can Contribute to Personalized Instruction in Multicultural Education." Journal of Teacher Education 28, (May-June 1977), 26-30.

Lesiak, Judith Frances Lucas. "The Relationship of the Reflection-Impulsivity Dimension and the Reading Ability of Elementary School Children at Two Grade Levels." Ph.D. Dissertation, Ohio State University, 1970.

Margolis, H. "The Effects of an Impulsive or Reflective Conceptual Tempo Upon the Auditory Perceptual, Reading Readiness, and Intelligence Test Performance of Kindergarten Children." Ph.D. Dissertation, Hofstra University, 1974.

Messick, S. "The Criterion Problem in the Evaluation of Instruction: Assessing Possible, Not Just Intended Outcomes." In The Evaluation of Instruction: Issues and Problems, ed. by M. C. Wittrock and D. Wiley, New York: Holt, Rinehart and Winston, 1970, pp. 183-202.

McCain, F. "The Relation Between Cognitive Style and Associative Performance in Verbal and Pictorial Concept Formation Tasks." Ph.D. Dissertation, Indiana University, 1968.

Nelson, T. F. "The Effects of Training in Attention Development on Observing Behavior in Reflective and Impulsive Children." Ph.D. Dissertation, University of Minnesota, 1968.

Ramírez, M. and Castañeda, A. Cultural Democracy, Bicognitive Development and Education. Washington, D. C.: Academic Press, 1974.

Ramírez, M. and Price-Williams, D. R. "Cognitive Styles of Children of Three Ethnic Groups in the United States." Journal of Cross-Cultural Psychology, 5, 1974, 212-219.

Readence, J. E. "A Psycholinguistic Analysis of the Oral Reading Miscues of Impulsive and Reflective Third Grade Children." Ph.D. Dissertation, Arizona State University, 1975.

Robinson, H. M. "Visual and Auditory Modalities Related to Two Methods for Beginning Reading." Paper presented at the meeting of the American Educational Research Association, Chicago, February 1968. In Gerald S. Lesser (Ed.), Psychology and Educational Practice, Glenview, Ill.: Scott, Foresman and Company, 1971, p. 138.

Salkind, Neil J. "Cognitive Tempo in Children and Their Parents." Perceptual and Motor Skills 44 (1977), 395-400.

Salkind, Neil J. "The Development of Norms for the Matching Familiar Figures Test." Monograph, Personal Communication, 1978.

Salkind, N. and Wright, J. C. "The Development of Reflection-Impulsivity and Cognitive Efficiency: An Integrated Model." Human Development 20 (1977), 377-387.

Salkind, N. J. and Poggio, J. P. "Sex Differences in Impulsivity and Intellectual Ability." Sex Roles 4, 1 (February 1978), 2-13.

Sanders, M., Scholz, J. P. and Kagan, S. "Three Social Motives and Field-Independence-Dependence in Anglo American and Mexican American Children." Journal of Cross-Cultural Psychology, In press, December 1976.

Schwartz, Elaine Nancy. "The Effects of Field Dependence-Field Independence Upon the Word Recognition Ability of Second Grade Subjects." Ph.D. Dissertation, Hofstra University, 1972.

Scott, N. and Sigel, I. E. "Effects of Inquiry Training in Physical Science on Creativity and Cognitive Style of Elementary School Children." Research report for United States Office of Education, 1965.

Shapiro, J. E. "The Relationship of Reading Readiness Skills to Reflection-Impulsivity and to the Effects of Visual Discrimination Training on Impulsive First Grade Boys." Ph.D. Dissertation, Syracuse University, 1974.

Smith, Kenneth Miles. "The Influence of Cognitive Style and Intelligence Variables in Aided Reading Comprehension." Ph.D. Dissertation, The University of Wisconsin, 1973.

Stone, Meredith K. "Correlates of Teacher and Student Cognitive Style. Beginning Teacher Evaluation Study, Phase IV, 1973-74." ED 131 120, 1976.

Stuart, Irving R. "Perceptual Style and Reading Ability: Implications for an Instructional Approach." Perceptual and Motor Skills 24 (1967), 135-138.

The Unfinished Education. Report of the U.S. Commission on Civil Rights, Washington, D. C.: U.S. Government Printing Office, October 1971.

Watson, Billie Leslie. "Field Dependence and Early Reading Achievement." Ph.D. Dissertation, University of California, Los Angeles, 1969.

Wineman, J. H. "Cognitive Style and Reading Ability." California Journal of Educational Research 22 (1971), 74-79.

Witkins, H. A. and Dyk, R. B., et al. Psychological Differentiation. New York: Wiley, 1962.

Witkins, H. A., Goodenough, D. R. and Karp, S. A. "Stability of Cognitive Style from Childhood to Young Adulthood." Journal of Personality and Social Psychology 7 (1967), 291-300.

Witkins, H. A., Goodenough, D. R. and Cox, P. W. "Field-Dependent and Field-Independent Cognitive Styles and Their Educational Implications." Review of Educational Research 47, 1, 1977, 1-64.

Yando, Regina M. and Kagan, Jerome. "The Effect of Teacher Tempo on the Child." Child Development 39 (1968), 27-34.

How to Change School Climate in an Urban School
July 13, 1979
Burbank Junior High School Principal and Teachers, Houston ISD

The presenters of this session were:

- Ms. Erna Joy Dyal, Principal, Burbank Junior High School, Houston ISD
- Ms. Patricia Cromwell, Teacher, Houston ISD
- Ms. Julia Dyles, Teacher, Houston ISD
- Ms. Leona Ellis, Teacher, Houston ISD
- Ms. Lina Gong, Teacher, Houston ISD
- Ms. Nancy Nadler, Teacher, Houston ISD
- Ms. Shirley Rodríguez, Teacher, Houston ISD

The teachers listed above were all enrolled in a course in affective education at the University of Houston last year. As a requirement of the course, each teacher was responsible for (1) developing an individual classroom climate improvement project, and (2) as a group to develop within their school a "whole school" project as well towards the same end.

Burbank Junior High School, the home school of the presenters, is a "school within a school." Although an inner city school, it also is home of the Van Guard school, a program for academically gifted students. Salient characteristics of the Burbank school contributing to school climate prior to intervention included:

. A faculty that was 50% black and 50% white.
. A student body that was 22% white, 46% black, and 32% Mexican American.
. A totally new administration.
. Substantial friction between the "regular" school students and Van Guard students.
. Few clubs and few school activities.
. Fights between students during and after school.
. Vandalism to teachers' cars and school property.
. Arson to lockers.
. Very wide range of teacher experience levels.
. Teachers who were isolated and apathetic.

The group then asked the participants in attendance to form into small groups and to brainstorm possible procedures for helping improve the school climate at Burbank Junior High School. After approximately 15 minutes, each small group reported its ideas back to the large group. A variety of approaches were considered and discussed.

The presenters then gave an overview of the steps that they took to improve their school's climate. To begin with, they spent time meeting with the principal, explaining their assignment, and so forth. After receiving complete support and input from the principal, the following steps were taken:

- A series of planning sessions were held with Burbank faculty members. These meetings were held at school, before the work day started. Each meeting was widely publicized, by both formal (handouts, memos, etc.) and informal (personal invitations, word-of-mouth, etc.) means. Coffee and refreshments were served at each meeting to help reward those individuals who showed up.

- Through these meetings, the definition of problems at Burbank became clear as did possible solutions. An additional benefit was the discovery by individual teachers that they weren't the only one's with problems at Burbank. In this way a sense of community and shared commitment to working on Burbank's problems developed.

- From these meetings, several detailed plans were developed to help improve climate for both students and teachers. A few examples of these were: refurbishment of the teacher lounge, making it a more attractive environment; creation of a number of "fun" student days such as "Tacky Day," "Hat Day," and "Dress-up Day" in which both students and teachers participated; and personalized homeroom Tee-shirts that helped create a spirit of belonging and interest in students.

● Evaluation of these and other school climate improvement strategies has been positive. Teacher attendance at the planning sessions is remarkable, the students support the plan and are excited about continuing with new efforts in the 1979-80 school year.

School Climate as Indicated by Staff Relations/Patterns
July 13, 1979
Dr. Mark Ginsburg

Dr. Ginsburg opened by stating that this session would be devoted to exploring the potential benefits of measuring school climate and changes in school climate through descriptions of communication patterns within a school staff. He went on to say that for approximately the last three years he taught and did school-based research in England, and that the majority of his research references would be drawn from those experiences.

Some initial questions posed by Dr. Ginsburg were as follows:

. Who evaluates school climate?

. Who is correct if the teachers say school climate is good and the students say it is poor?

. How do we sense what the climate of a school is?

In response to these questions, Dr. Ginsburg stated that he feels school climate is a concept most useful on an individual basis. That is, investigation into the climate of a school needs to begin with examination at the individual level first, and then move to a summarizing procedure to get an overall perception of the typical climate.

A second set of thought provoking questions raised by the presenter included:

. Which comes first, a good climate or good achievement?

. If school climate exists only through an individual's perceptions, are these perceptions realistic?

He went on to suggest that perhaps the question of the direction of causality between climate and achievement was perhaps less important than recognizing that the two are related. Furthermore, he stated that not only is it now legitimate to investigate the concept of school climate, but also that the individual's opinions about the existing climate must be considered to be valid and a prime target for research.

Dr. Ginsburg reported that there are four primary sources of information regarding school climate.

. Community

. Teachers and staff

. Administration

. Students

Traditionally, these information sources are tapped by use of attitudinal questionnaires. As a nontraditional approach, Dr. Ginsburg suggested that the individuals in these role groups be asked to describe the relationship they have with their colleagues. Procedurally, this may be done with a variety of sociometric devices. Dr. Ginsburg distributed copies of such devices, and used data collected from earlier research efforts to demonstrate how study of the patterns of relationships, contact, and communication may be used to diagnosis the prevailing climate within a school (or any organization).

PRODUCT

> *"...we will explore the technical meaning of the expression evaluation (later), for the moment let's use the generally accepted connotation of the term, namely, 'a determination of value.' "*

As described earlier, many educators feel that the most important use of evaluation (or documentation) information is as a feedback mechanism. That is, the data collected are of greatest value when they are used as an aid to decision-making and planning. Accordingly, the documentation efforts associated with this conference will be of maximum value if the results are interpreted in both a summative and formative fashion. These two terms, taken from the jargon of program evaluation, have the following meanings:

Summative Evaluation: A focus on the overall merit of an individual program or product. Typically centers on close examination of outcome attainment; did the program do what it said it was going to? Summative evaluation is perhaps most useful in determining the "success" of a program.

Formative Evaluation: A common sense approach wherein evaluation or documentation data is collected, analyzed, and interpreted with the purpose of improving the results of the program. In this sense, formative evaluation contributes directly to the planning process; information gathered may be used to plan for future activities.

Documentation and evaluation information collected for the Network Conference on School Improvement and Staff Development will now be synthesized in both summative and formative fashions.

SUMMATIVE

The primary source of summative evaluation data for this conference comes from the participants' response to the formal evaluation instruments. These data may be used as an index of the overall merits of the conference, as perceived by the participants.

At the conclusion of the School Improvement and Staff Development Conference, participants were asked to complete a brief questionnaire that asked them to evaluate the workshop session-by-session and as a whole. Although relatively simplistic in nature, the evaluation form utilized tapped participants' response to six important statements:

- The objectives of this session were stated clearly by the presenter.
- The objectives of this session were clearly met.
- The presentation/discussion in this session was well organized.
- I will use the information/skills that I gained from this session in the coming year.
- Attending this session has been a worthwhile experience for me.
- I would like to attend further sessions related to this area.

Participants used the following five point Lickert-type scale to record their reactions to these six statements.

Not at all				To a Great Extent
1	2	3	4	5

Additional space was left for narrative comments regarding each statement, as well as for comments regarding the overall conference. A copy of this evaluation form may be seen in Appendix C.

The data collected with this form will be summarized in three separate fashions:

. All Participants -- that is, the audience's (as a whole) response to each of the conference sessions and the conference overall.

. Project Status -- that is, audience response broken down into two major categories; reactions from Program '78 participants and reactions from Program '79 participants.

. Position Status -- that is, audience response broken down into several major categories; reactions from each of the role groups present.

The response breakdowns by project and position status were included in these analyses in order to be more sensitive to differential responses to the conference. The resultant information allows for more specificity in planning activities for future training activities; the special needs of Program '78 personnel, Program '79 personnel, and the various role groups are identified and accounted for.

The analyses presented in figures 4-23 were carried out using the Statistical Package for the Social Sciences (SPSS) subprograms BREAKDOWN and ANOVA (Nie et. al., 1975). The classic default option was followed for missing data deletions. The eight specific sessions evaluated and the overall conference evaluation will now be discussed briefly. Only the highlights of the participants' reactions will be presented for each; the interested reader is urged to consult the appropriate figure(s) for a more indepth summary of any particular session.

Overall Conference

Figures 4 and 5 present the overall conference evaluation ratings from all conference participants, Program '78 participants, Program '79 participants, and participants from each of the seven role groups submitting evaluation forms.

Figure 4 Participants' Reactions to "Overall Conference" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (21)	4.38	4.24	4.24	4.00	4.00	4.10
New Project (1)	3.00	4.00	4.00	3.00	3.00	3.00
Established Project (12)	4.58	4.50	4.50	4.33	4.33	4.33
No Response (8)	4.25	3.87	3.88	3.62	3.62	3.88

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 5 Participant Reactions to "Overall Conference" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (21)	4.38	4.24	4.24	4.00	4.00	4.10
Directors (0)	--	--	--	--	--	--
P.D.S. (5)	4.40	3.80	4.00	3.80	4.00	4.00
Principal (2)	4.00	4.00	3.50	4.00	3.50	4.00
LEA Coordinator (0)	--	--	--	--	--	--
IHE Faculty (2)	4.50	4.50	4.50	3.50	4.00	4.00
T.C. Coordinator (1)	4.00	4.00	4.00	4.00	3.00	4.00
Teacher (5)	5.00	4.80	4.80	4.40	4.40	4.40
Council Member (1)	5.00	5.00	5.00	5.00	5.00	5.00
Team Leader (0)	--	--	--	--	--	--
Community Chair (1)	1.00	1.00	1.00	1.00	1.00	1.00
Community Coordinator (0)	--	--	--	--	--	--
Community Planner (0)	--	--	--	--	--	--
Disseminator (0)	--	--	--	--	--	--
Information Specialist (0)	--	--	--	--	--	--
No Response (4)	4.50	4.75	4.75	4.50	4.50	4.50

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

As may be seen by these figures, overall the conference was perceived as successful, well-organized, and worthwhile. These feelings were shared by both Program '78 and Program '79 participants (see Figure 4). It should be noted however, that the small N associated with Program '79 participants (N = 1) makes generalizations difficult. In fact, the reader is cautioned, in all instances, to keep the size of the respondent block in mind when making generalizations on the basis of the data collected. Small N's (under 10) should not necessarily be taken as indicative of a truly representative sample of respondents. Nevertheless, the data collected do allow for description of trends and collected perceptions.

All role groups evaluating the overall conference were also supportive of the conference's usefulness, with the exception of a single respondent from the Community Council chairperson role group (see Figure 5).

Research Findings and Implications

Figures 6 and 7 present the evaluation ratings given to the Dr. Les Birdsall presentation, "Research Findings and Implications." Figure 6 shows that, despite seeing the session as well organized, respondents were relatively neutral about their desire to attend futher sessions related to the area.

Figure 7 shows a similar pattern of responses for all role groups evaluating the session, but also reveals that the Team Leaders and IHE faculty members see this area as a strong possibility for continued training efforts in the future.

Figure 6 Participant Reactions to "Research Findings and Implications" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (36)	4.33	4.25	4.44	3.72	4.03	3.64
New Project (7)	4.00	4.14	4.28	3.57	3.86	3.28
Established Project (25)	4.40	4.28	4.48	3.88	4.08	3.72
No Response (4)	4.50	4.25	4.50	3.00	4.00	3.75

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

S1

Figure 7 Participant Reactions to "Research Findings and Implications" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (36)	4.33	4.25	4.44	3.72	4.03	3.64
Directors (1)	3.00	3.00	3.00	2.00	3.00	2.00
P.D.S. (7)	4.71	4.57	4.43	4.14	4.43	4.14
Principal (6)	4.17	4.00	4.00	3.50	3.67	2.83
LEA Coordinator (0)	--	--	--	--	--	--
IHE Faculty (3)	4.33	4.67	5.00	4.00	4.33	4.33
T.C. Coordinator (0)	--	--	--	--	--	--
Teacher (11)	4.54	4.45	4.73	3.73	4.18	3.82
Council Member (3)	4.00	4.00	4.67	3.67	4.00	3.67
Team Leader (2)	4.50	4.00	4.50	4.50	4.50	4.50
Community Chair (0)	--	--	--	--	--	--
Community Coordinator (1)	4.00	5.00	4.00	4.00	4.00	4.00
Community Planner (0)	--	--	--	--	--	--
Disseminator (1)	4.00	4.00	5.00	4.00	4.00	3.00
Information Specialist (0)	--	--	--	--	--	--
No Response (1)	3.00	2.00	3.00	1.00	1.00	1.00

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

California School Improvement and Staff Development Plan

Figures 8 and 9 present the evaluation ratings given to the Dr. Les Birdsall presentation, "California School Improvement and Staff Development Plan." Figure 8 shows that the respondents were relatively neutral about the session's organization and usefulness.

A similar pattern, broken down by role groups, is seen in Figure 9; only Team leaders, LEA Coordinators, and IHE faculty members expressed a strong desire to attend further sessions of this nature.

School-Based Inservice

Figures 10 and 11 present the evaluation ratings given to the Dr. Roberto Pérez's presentation, "School-Based Inservice." Overall, this session was perceived by the respondents as being well organized, useful, and an area in which further training is desired (see Figure 10). Program '78 respondents were slightly more "supportive" of this session than were Program '79 respondents; a difference not totally surprising given the difference in tasks faced by these two groups in the 1979-80 project year.

Figure 11 presents a pattern of evaluation ratings similar to the one just described; respondents from all role groups attending the session found it to be clear, well-organized, and useful in terms of the skills it presented. Community Coordinators and IHE faculty were the most neutral about their desire to attend further sessions of this nature.

Figure 8 Participant Reactions to "California School Improvement and Staff Development Plan" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (32)	3.66	3.53	3.52	2.94	3.39	2.91
New Project (7)	3.43	3.28	3.14	3.28	3.43	2.86
Established Project (23)	3.70	3.56	3.62	2.75	3.33	2.83
No Response (2)	4.00	4.00	3.50	4.00	4.00	4.00

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 9 Participant Reactions to "California School Improvement and Staff Development Plan" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (32)	3.66	3.53	3.52	2.94	3.39	2.91
Directors (0)	--	--	--	--	--	--
P.D.S. (5)	2.60	2.40	2.67	2.83	3.00	2.33
Principal (6)	4.00	3.83	3.50	2.67	3.33	2.67
LEA Coordinator (1)	4.00	4.00	3.00	4.00	4.00	4.00
IHE Faculty (1)	4.00	4.00	4.00	4.00	4.00	4.00
T.C. Coordinator (1)	3.00	2.00	1.00	1.00	1.00	1.00
Teacher (12)	3.75	3.75	3.83	2.67	3.42	3.00
Council Member (1)	5.00	4.00	4.00	2.00	4.00	3.00
Team Leader (3)	4.67	4.33	4.67	4.67	4.67	4.67
Community Chair (0)	--	--	--	--	--	--
Community Coordinator (0)	--	--	--	--	--	--
Community Planner (1)	3.00	3.00	3.00	3.00	2.00	2.00
Disseminator (1)	2.00	3.00	4.00	4.00	4.00	2.00
Information Specialist (0)	--	--	--	--	--	--
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 10 Participant Reactions to "School-Based Inservice" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (27)	4.30	4.22	4.30	3.89	4.11	4.08
New Project (8)	4.38	4.00	3.88	3.75	3.88	3.86
Established Project (15)	4.40	4.33	4.53	3.80	4.20	4.20
No Response (4)	3.75	4.25	4.25	4.50	4.25	4.00

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 11 Participant Reactions to "School-Based Inservice" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (27)	4.30	4.22	4.30	3.89	4.11	4.08
Directors (1)	4.00	4.00	4.00	4.00	4.00	4.00
P.D.S. (2)	4.50	4.50	3.00	4.00	4.00	4.00
Principal (7)	4.14	3.57	4.14	3.28	3.57	3.86
LEA Coordinator (1)	4.00	4.00	5.00	5.00	5.00	5.00
IHE Faculty (3)	3.67	4.00	3.67	4.00	3.67	3.00
T.C. Coordinator (0)	--	--	--	--	--	--
Teacher (5)	4.60	4.80	4.80	4.80	4.80	4.40
Council Member (1)	5.00	5.00	5.00	5.00	5.00	5.00
Team Leader (3)	4.33	4.33	4.67	4.67	4.67	4.67
Community Chair (2)	4.50	4.50	4.50	1.00	3.00	3.00
Community Coordinator (0)	--	--	--	--	--	--
Community Planner (0)	--	--	--	--	--	--
Disseminator (0)	--	--	--	--	--	--
Information Specialist (0)	--	--	--	--	--	--
No Response (2)	4.50	4.50	4.50	4.00	4.50	4.50

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Clinical Instruction Plan

Figures 12 and 13 present the evaluation ratings given to the presentation given by Drs. Buckley and Townsend, "Clinical Instruction Plan." As may be seen in Figure 12, this session was also seen as being well organized and worthwhile but respondents were relatively neutral about attending others of the same nature in the future.

Figure 13 presents data that reflects a similar pattern to that just described. Of all the role groups evaluating this session, Teacher Corps Coordinators and Disseminators were most interested in receiving further training in this area.

School Climate

Figures 14 and 15 present the evaluation ratings given to the Dr. Ed Kelley presentation, "School Climate." Figure 14 shows that, overall, the session was perceived to be well organized and an area in which future training would be desirable. Program '78 respondents were more positive than Program '79 respondents in their expressed desire to attend future sessions in the same area, again, a difference not too surprising given the different tasks associated with the two project years.

Figure 15 presents data that support the patterns of responses already described: the session on School Climate was seen by participants, regardless of role group, to be well organized and useful.

Learning Styles

Figures 16 and 17 present the evaluation ratings for Mr. Stephan Jackson's presentation, "Learning Styles." As may be seen in Figure 16, participants, as a whole, and broken down by project status, rated this session quite favorably.

Figure 12 Participant Reactions to "Clinical Instruction Plan" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (37)	4.46	4.46	4.40	3.49	3.97	3.53
New Project (11)	4.54	4.45	4.36	3.64	4.00	3.40
Established Project (21)	4.48	4.52	4.48	3.48	4.00	3.52
No Response (5)	4.20	4.20	4.20	3.20	3.80	3.80

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 13 Participant Reactions to "Clinical Instruction Plan" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (37)	4.46	4.46	4.40	3.49	3.97	3.53
Directors (1)	3.00	3.00	4.00	2.00	2.00	2.00
P.D.S. (6)	4.67	4.50	4.17	4.00	4.17	3.83
Principal (6)	4.83	4.67	4.33	3.00	3.83	3.33
LEA Coordinator (0)	--	--	--	--	--	--
IHE Faculty (2)	4.50	4.50	5.00	4.00	4.50	2.00
T.C. Coordinator (1)	4.00	3.00	4.00	3.00	2.00	4.00
Teacher (15)	4.67	4.73	4.60	3.53	4.13	3.47
Council Member (0)	--	--	--	--	--	--
Team Leader (2)	3.00	3.50	3.50	3.50	3.50	3.50
Community Chair (0)	--	--	--	--	--	--
Community Coordinator (0)	--	--	--	--	--	--
Community Planner (1)	4.00	4.00	3.00	3.00	3.00	3.00
Disseminator (1)	3.00	4.00	5.00	4.00	5.00	5.00
Information Specialist (0)	--	--	--	--	--	--
No Response (2)	4.50	4.50	5.00	3.50	4.50	4.50

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 14 Participant Reactions to "School Climate"
Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (37)	4.38	4.08	4.29	3.89	3.95	4.05
New Project (7)	4.00	3.86	4.28	3.71	3.57	3.57
Established Project (22)	4.41	4.09	4.26	4.04	4.00	4.14
No Response (8)	4.62	4.28	4.38	3.62	4.14	4.25

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 15 Participant Reactions to "School Climate" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (37)	4.38	4.08	4.29	3.89	3.95	4.05
Directors (1)	3.00	3.00	4.00	4.00	3.00	4.00
P.D.S. (6)	4.33	3.67	4.00	3.83	4.00	4.17
Principal (7)	4.14	3.71	3.86	3.57	3.43	3.86
LEA Coordinator (0)	--	--	--	--	--	--
IHE Faculty (4)	4.50	4.75	4.75	4.00	4.00	3.75
T.C. Coordinator (1)	5.00	4.00	4.00	4.00	3.00	3.00
Teacher (10)	4.50	4.44	4.60	3.70	4.11	4.10
Council Member (2)	4.50	4.50	4.50	3.50	3.50	3.50
Team Leader (1)	4.00	4.00	4.50	4.50	4.50	4.50
Community Chair (1)	5.00	5.00	5.00	5.00	5.00	5.00
Community Coordinator (0)	--	--	--	--	--	--
Community Planner (0)	--	--	--	--	--	--
Disseminator (1)	4.00	3.00	3.00	4.00	4.00	5.00
Information Specialist (0)	--	--	--	--	--	--
No Response (3)	4.67	4.00	4.33	4.67	4.67	4.50

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 16 Participant Reactions to "Learning Styles" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (28)	4.43	4.36	4.39	4.18	4.25	4.21
New Project (5)	4.60	4.40	4.40	4.20	4.00	4.00
Established Project (13)	4.38	4.38	4.38	4.17	4.15	4.08
No Response (10)	4.40	4.30	4.40	4.20	4.50	4.50

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 17 Participant Reactions to "Learning Styles" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (28)	4.43	4.36	4.39	4.18	4.25	4.21
Directors (1)	5.00	4.00	4.00	3.00	3.00	3.00
P.D.S. (6)	4.50	4.33	4.33	3.33	4.00	4.00
Principal (5)	4.20	4.40	4.40	4.40	4.20	4.40
LEA Coordinator (1)	5.00	5.00	5.00	5.00	5.00	5.00
IHE Faculty (2)	5.00	5.00	5.00	4.50	4.50	4.50
T.C. Coordinator (0)	--	--	--	--	--	--
Teacher (7)	4.43	4.57	4.57	4.28	4.43	4.00
Council Member (1)	5.00	5.00	5.00	5.00	5.00	5.00
Team Leader (2)	4.00	3.00	3.00	5.00	3.50	5.00
Community Chair (0)	--	--	--	--	--	--
Community Coordinator (0)	--	--	--	--	--	--
Community Planner (0)	--	--	--	--	--	--
Disseminator (0)	--	--	--	--	--	--
Information Specialist (0)	--	--	--	--	--	--
No Response (3)	4.00	4.00	4.33	4.67	4.67	4.00

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

It was seen as well organized, useful and an area in which future training would be desirable. Figure 17 presents data from the various role groups that also supports this same pattern.

How to Change School Climate in an Urban School

Figures 18 and 19 present the evaluation ratings for the "How to Change School Climate in an Urban School" presentation. Analysis of the data presented in Figure 18 reveals that, as a whole, participants were highly favorable in their evaluation of this session. The minor exception to this universal support may be seen in the combined response trade by Program '79 personnel to the statement, " I would like to attend further sessions related to this area," which received a rating of 3.50 on a scale of 1 to 5. All other respondent ratings were 4.00 or higher. Figure 18 presents data that indicate that this favorable perception of the session may be found in all role groups making a response.

School Climate as Indicated by Staff Relations/Patterns

Figures 20 and 21 present the evaluation ratings for Dr. Mark Ginsburg's "School Climate as Indicated by Staff Relations/Patterns" presentation. Overall, the session was viewed favorably by participants in attendance, although new project (Program '79) personnel were neutral about their desire to attend further sessions related to this area (see Figure 20).

Figure 21 reveals collected responses from the various role groups attending this session. Overall, it may be seen that most role groups rated this session in a favorable light, although Team Leader and Information Specialist role groups respondents (N = 1 in both cases) were less supportive in their ratings of the session than were respondents from other role groups.

Figure 18 Participant Reactions to "How to Change School Climate in an Urban School" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (21)	4.76	4.67	4.67	4.60	4.67	4.38
New Project (2)	4.50	4.50	4.50	4.00	4.50	3.50
Established Project (15)	4.93	4.87	4.80	4.67	4.80	4.60
No Response (4)	4.25	4.00	4.25	4.67	4.25	4.00

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 19 Participant Reactions to "How to Change School Climate in an Urban School" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (21)	4.76	4.67	4.67	4.60	4.67	4.38
Directors (0)	--	--	--	--	--	--
P.D.S. (2)	5.00	5.00	5.00	5.00	5.00	5.00
Principal (3)	4.33	4.00	4.33	4.00	4.00	4.33
LEA Coordinator (0)	--	--	--	--	--	--
IHE Faculty (0)	--	--	--	--	--	--
T.C. Coordinator (0)	--	--	--	--	--	--
Teacher (6)	4.83	4.83	4.83	4.67	4.83	4.50
Council Member (2)	5.00	5.00	5.00	4.50	5.00	4.50
Team Leader (2)	5.00	5.00	5.00	5.00	5.00	5.00
Community Chair (0)	--	--	--	--	--	--
Community Coordinator (0)	--	--	--	--	--	--
Community Planner (0)	--	--	--	--	--	--
Disseminator (0)	--	--	--	--	--	--
Information Specialist (1)	5.00	5.00	5.00	4.00	5.00	4.00
No Response (5)	4.60	4.40	4.20	4.75	4.40	3.80

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 20 Participant Reactions to "School Climate as Indicated by Staff Relations/Patterns" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (17)	4.06	3.76	3.76	3.76	3.82	3.94
New Project (3)	4.00	3.67	3.33	3.67	3.67	3.33
Established Project (10)	4.10	3.70	3.80	3.70	3.80	4.10
No Response (4)	4.00	4.00	4.00	4.00	4.00	4.00

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 21 Participant Reactions to "School Climate as Indicated by Staff Relations/Patterns" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (17)	4.06	3.76	3.76	3.76	3.82	3.94
Directors (0)	--	--	--	--	--	--
P.D.S. (2)	4.00	3.50	3.50	3.50	3.50	4.00
Principal (5)	4.20	4.00	4.00	4.00	4.00	4.20
LEA Coordinator (0)	--	--	--	--	--	--
IHE Faculty (0)	--	--	--	--	--	--
T.C. Coordinator (1)	5.00	4.00	4.00	5.00	4.00	4.00
Teacher (5)	4.20	3.80	4.00	4.00	4.00	4.20
Council Member (2)	4.00	4.50	4.00	3.50	4.00	4.00
Team Leader (1)	3.00	3.00	3.00	3.00	3.00	3.00
Community Chair (0)	--	--	--	--	--	--
Community Coordinator (0)	--	--	--	--	--	--
Community Planner (0)	--	--	--	--	--	--
Disseminator (0)	--	--	--	--	--	--
Information Specialist (1)	3.00	2.00	2.00	2.00	3.00	2.00
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Two final analyses were carried out with the data collected. One-way analysis of variance procedures were carried out in two separate fashions to answer the following two questions:

. Did participant's ratings of particular sessions differ statistically when their project status (Program '78 vs Program '79) is taken into consideration?

. Did participant's ratings of particular sessions differ statistically when their role group is taken into account?

Figures 22 and 23 present the results of these analyses. As may be seen in Figure 22, in no case did ratings assigned to any of the nine sessions (including ratings for the overall conference) differ statistically as a function of project status of the respondent. This would suggest that the conference sessions were perceived in a similar light by both Program '78 and '79 participants; that is, the sessions met (or did not meet) the needs of both project status groups.

Figure 24 presents the results of the one-way analysis of variance carried out with the evaluation data when taking role group into account. As may be seen in that figure, role group was a statistically significant factor when considering ratings assigned to the following sessions:

. Research Findings and Implications (For Survey Item B)

. California School Improvement and Staff Development Plan (For Survey Item C)

. School-Based Inservice (For Survey Item D)

. Clinical Instruction Plan (For Survey Item A and B)

. Overall Conference (For Survey Items A, B, and C)

Figure 22 One-Way Analysis of Variance Results; P Values, Project Status

Session	* SURVEY ITEM					
	A	B	C	D	E	F
Research Findings and Implications	.5235	.9213	.8240	.3392	.8841	.7480
California School Improvement and Staff Development Plan	.7984	.6264	.5281	.2591	.7291	.5384
School-Based Inservice	.3692	.6832	.1519	.6161	.8181	.8172
Clinical Instruction Plan	.6542	.6181	.7378	.7496	.9092	.8606
School Climate	.2392	.6800	.9488	.3960	.4385	.2922
Learning Styles	.8382	.9614	.9990	.9968	.5857	.5626
How to Change School Climate in an Urban School	.0521	.0973	.2256	.3451	.2256	.3654
School Climate as Indicated by Staff Relations/Patterns	.9682	.8861	.5944	.8861	.8910	.5089
Overall Conference	.2745	.3553	.3553	.2146	.2405	.3723

+ indicates statistical significant difference

* A = The objectives of this session were stated clearly by the presenter.
  B = The objectives of this session were clearly met.
  C = The presentation/discussion in this session was well organized.
  D = I will use the information/skills that I gained from this session in the coming year.
  E = Attending this session has been a worthwhile experience for me.
  F = I would like to attend further sessions related to this area.

Figure 23 One-Way Analysis of Variance Results; P Values, **Position Status**

Session	* SURVEY ITEM					
	A	B	C	D	E	F
Research Findings and Implications	.5889	+.0324	.0748	.3191	.1706	.2932
California School Improvement and Staff Development Plan	.2419	.0716	+.0098	.1443	.1947	.3739
School-Based Inservice	.9450	.5522	.1406	+.0212	.7109	.7734
Clinical Instruction Plan	+.0006	+.0081	.1575	.7884	.0925	.3520
School Climate	.7389	.4014	.5934	.7163	.4855	.8541
Learning Styles	.7032	.2463	.5232	.4360	.7691	.8395
How to Change School Climate in an Urban School	.7617	.6094	.3257	.4395	.2413	.9003
School Climate as Indicated by Staff Relations/Patterns	.4783	.6282	.3936	.5204	.9160	.9273
Overall Conference	+.0037	+.0003	+.0001	.0780	.0915	.1157

+ indicates statistical significant difference

* A = The objectives of this session were stated clearly by the presenter.
  B = The objectives of this session were clearly met.
  C = The presentation/discussion in this session was well organized.
  D = I will use the information/skills that I gained from this session in the coming year.
  E = Attending this session has been a worthwhile experience for me.
  F = I would like to attend further sessions related to this area.

The survey item listed following each session title above is the item(s) on the evaluation form for which a role-group based differential response was observed. Thus, it may be seen that, in some cases, some of the workshop sessions offered by this conference were viewed (rated) differently by different role groups. No further implications or comments will be made on these differences since the small number of respondents in many cases makes interpretation of the results tenuous. The importance of this finding, however, should be taken to heart in future planning activities: different role groups have different needs and expectations for a training conference. The successful conference will be the one that is sensitive to these differences and plans activities that take these differences into account.

FORMATIVE

The primary source of formative data for this conference comes from the participants' written comments taken from the evaluation forms. The statements that follow are, then, verbatim quotes taken from the conference evaluation. Quotes within each session's section have been arranged in random order.

RESEARCH FINDINGS AND IMPLICATIONS
Dr. Les Birdsall; Thursday, July 12, 10:00 - 11:15 A.M.

Speaker tended to jump from topic to topic with little transition. Talked too long - lost audience.

CALIFORNIA SCHOOL IMPROVEMENT AND STAFF DEVELOPMENT PLAN
Dr. Les Birdsall; Thursday, July 12, 1:00 - 2:30 P.M.
and 2:45 - 4:15 P.M.

Much of this session included repeat information from a.m. session which was extremely helpful.

Too much presentation - not enough elicitation of opinion, ideas, feedback on our needs, etc. We didn't have any autonomy or solve any problems.

I am an audio and visual learner, lecturing for such a long period of time was not healthy for me.

Promised dialogue, but it didn't happen.

SCHOOL-BASED INSERVICE
Dr. Roberto Pérez; Thursday, July 12, 1:00 - 2:30 P.M.
and 2:45 - 4:15 P.M.

I think Bob Pérez is sexier than Fernando Llamas.

Was very informative and interesting. The talk gave some interesting approaches. The talk gave me more ideas on revising our teachers and students needs assessments questionnaires.

This study was field tested at an elementary school where student-teacher attitudes vary greatly from secondary students-teachers.

"The presentation's organization was excellent and the programmatic information and handouts provided will be very useful this coming year to me." (paraphrased from marginal notes)

CLINICAL INSTRUCTION PLAN
Drs. Pam Buckley and Karan Townsend (representing Dr. Jerry Freiberg)
Thursday, July 12, 1:00 - 2:30 P.M. and 2:45 - 4:15 P.M.

Excellent session, speaker used relaxed pace and presented information well.

Transparencies were unreadable due to small print.

Well-done.

The session was very informative.

Excellent presentation, good material covered.

SCHOOL CLIMATE
Dr. Ed Kelley; Friday, July 13, 9:00 - 11:00 A.M.

Appreciated his pulling the projects together for interaction - important.

Didn't use his time well, but his handouts will be valuable for future use.

A very good talk! Enjoyed it! Very informative!

LEARNING STYLES
Stephan Jackson; Friday, July 13, 11:15 - 12:30 P.M.
and 1:30 - 2:45 P.M.

Should have had materials available on this topic.

HOW TO CHANGE SCHOOL CLIMATE IN AN URBAN SCHOOL
Burbank Junior High School Principal and Teachers, Houston ISD:
Friday, July 13, 11:15 - 12:30 P.M. and 1:30 - 2:45 P.M.

Terrific presentation!

This was an excellent presentation.

Excellent! Would like to see more of these type sessions.

Super!

OVERALL CONFERENCE
Thursday and Friday, July 12 and 13

Very well organized.

Would like to see sessions begin and end punctually.

Not beneficial for a community representative. Wasted time!

A very worthwhile experience! The sessions on school climate and the keynote address, and the research findings and implications were very enlightening. I enjoyed the speech on school climate very much.

Concurrent sessions delivered lecture style, too long.

More opportunity to talk to other PDS persons would have been helpful.

Geared to school personnel; not community.

Discussions were hypothetical and nothing concrete was offered.

I look forward to many more sessions of this nature.

INTERPRETATION AND RECOMMENDATIONS

> *"When defining as an assist to decision-making, evaluation serves a purpose in every phase of educational planning."*

The data upon which to base the evaluation of the School Improvement and Staff Development Conference has come from two primary sources, the participants' responses to the evaluation instruments' statements and the participants' written comments on that same instrument. These two sources combine to provide a view of the overall conference that is positive.

For the most part, participants, regardless of their project status or role group, agreed that the conference and its various sessions had clearly specified and met its objectives in a well-organized fashion. Participants also agreed, although to a lesser extent, that the information and skills presented had made attending the sessions worthwhile and that the information and skills gained from attending would be personally put to use in the coming year. Lastly, participants agreed that they would like to attend further conferences related to this area in the future.

Sifting through the evaluation data collected, makes the following additional conclusions and recommendations appear justified.

Conference participants apparently have high expectations when attending a conference. The spectrum of evaluation ratings given to sessions in this conference indicate that participants expect more from a presentation than clearly specified objectives that are clearly met in a well-organized fashion. To be sure, these are minimal prerequisites to a successful session, but the data collected at this

conference suggest that an even more important ingredient is the presentation style and content. Participants at the School Improvement and Staff Development Conference assigned the most favorable ratings to sessions that incorporated one or more of the following characteristics into their format.

- Presentation of a specific skill that is of practical value and use in the project setting.

- Presentation style that allowed for (or required) interaction between participants and the presenter. Conference participants made it clear that, collectively, they preferred this style over the more traditional "lecture" approach.

- Leaving the audience with some type of tangible incentive or reference source. That is, participants voiced their appreciation of the sessions that included handouts that summarized the topic area, indentified additional resources, and/or gave the names of individuals to call if questions arise. When the ultimate goals of any inservice education effort almost automatically include having the participants transfer their conference-based learning back to the home site, the logic of leaving them with incentives to implement strategies and/or additional resources is clear.

- Restating key concepts or issues in a variety of fashions, particularly through practical examples. Participants voiced the opinion that certain information bears repeating, as long as the second time around finds the material being presented in a slightly different fashion.

- Natural pacing of session activities. Participants felt "tuned out" when subjected to overly long lectures. However, they also felt at odds with presentations that "jumped around too much," expressing the feeling that this tended to be confusing. The more popular sessions tended to blend both presentation processes;

just an awareness phase via lecture and discussion, followed by a learning phase wherein participants received "hands on" experience with the strategy/practice/etc. being presented.

The lessons to be learned from these observations are, for the most part, clear. Conferences planned by the Network in the future will do well to consider the following recommendations:

Before the conference address the major question of, "What do these people want to hear or learn about?" This issue of relevance points to the usefulness of needs assessment devices as an appropriate means of structuring inservice. Besides helping select topic areas that the participants are actually interested in, needs assessment procedures allow for the identification of differential areas of interest for different groups. Lastly, the conference participant list should be examined carefully; the major question should be, "does the conference offer this person (role group, etc.) a valid reason for attending?" If the answer is no, in as there will be no sessions of specific interest offered, the conference agenda should be expanded, or the participant list reconsidered.

During the conference presenters should be made aware of past concerns and comments made by participants. The presenters should be given a summary of the type presentation (style, content, statement of participant needs) desired as early as possible. All aspects of presentation format previously discussed should be incorporated into every session whenever appropriate and practical. The amount of material covered in the conference should be realistically related to the amount of time allotted.

After the conference participants should be provided with a follow-up procedure whenever possible. That is, they should be supplied with additional resources, contact persons, and so forth as an incentive to encourage transfer of skills from the conference to the "real world." Results from the evaluation effort should always be used as a key aid to the planning for future conferences, especially in instances where the audience will be largely the same from conference to conference.

REFERENCES

Chapter Heading Quotes:

Introduction - Halperin, S., "The Teacher Corps and public policy." National Conference Report, 1977, Teacher Corps: Washington, D.C.

Context - Burdin, J.L., "Factors promoting and constraining inservice education." Journal of Teacher Education, p. 33, 29, May-June 1978.

Input - Massanari, F., "Inservice Education." In R. Edelfelt (ed.), Inservice Education: Demonstrating Local Programs, Bellingham, WA: Western Washington University, 1978.

Process - Freiberg, H.J., Quoyeser, I., and Ashley, I., "Inservice education: does it make a difference?" Presentation at Teacher Corps Cycle XII and Program '78 Developmental Training Conference, Washington, D.C., August, 1978.

Product - Popham, W.J., Educational Evaluation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., p. 1, 1975.

Interpretation and Recommendations - Holley, F., Watkins, J., Lee, A., Ligon, G., Matuszek, Brooks, T., Arce, A., and Skinner, S., Austin Independent School District: Planning and Evaluation Model. Office of Research and Evaluation, Austin ISD: Austin, Texas, 1975.

Main Text References:

Burdin, J.L. "Factors promoting and constraining inservice education." Journal of Teacher Education, 29, May-June, 1978.

Edelfelt, R.A., and Johnson, M. (Eds.) Rethinking Inservice Education. Washington, D.C.: National Education Association, 1975.

ERIC Clearninghouse on Educational Management, "Research action brief -- School climate." University of Oregon: Eugene, Oregon, 4, 1978.

Nie, N.H., Hull, C.H., Jenkins, J.G., Streinbrenner, K., and Bent, D.H. Statistical Package for the Social Sciences: Second Edition. New York: McGraw-Hill Book Company, 1975.

Stufflebeam, D.L., et.al., Educational Evaluation and Decision Making. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1971.

APPENDIX A

Preliminary Planning Draft
Inservice Education Conference Planning Committee

TEXAS TEACHER CORPS NETWORK WORKSHOP

INSERVICE EDUCATION

PRELIMINARY PLANNING DRAFT

May '79

GOALS OF THE WORKSHOP:

- To provide participants with an awareness and understanding of the opportunities available through their Teacher Corps projects to develop, field-test and validate staff development programs, and to institutionalize those practices proven to be successful as a result of such programs.
- To provide participants with awareness, knowledge and understanding of thematic and operational elements of effective inservice programs.
- To provide participants with an awareness and understanding of alternative strategies for conceptualizing, designing and conducting school-based inservice programs.

PROCESS:

Through formal presentations, seminar group discussions and problem-solving processes participants will become aware of current research findings, recommendations and implications for school districts and colleges of education willing to become engaged in planned innovative inservice education projects. Participants will have the opportunity to explore and examine special ways for: a) organizing school staffs to develop school improvement philosophies and operational guidelines for staff development; b) determining roles and responsibilities of the school faculty, individual teachers, community parents and the principal; c) arriving at conceptual understandings of needs assessments; d) defining school climates; e) and learning about the California School Improvement and Staff Development Plan and other relevant ongoing developmental efforts.

PARTICIPANTS:

Approximately seven representatives from each of the Texas '78 Projects are expected to participate. It is further expected that this representative team (consisting of the director, two principals (Elementary and Secondary), a teacher, a staff development specialist, a school district central office administrator and a university professor will be responsible for formulating and carrying out a "Back-Home" strategy. A courteous invitation will be extended to the three newly funded Texas projects (two representatives from each). Other participants are expected from the State Department of Education, Special Teacher Corps Contractors and Washington staff members.

LIST OF POSSIBLE PRESENTERS:

Robert Bush

Bruce Joyce

Les Birdsall

Herb Hite

Roberto Pérez

Jerry Freiberg

Principal(s) and Teacher(s)

WORKSHOP CONTENT ISSUES:

Possible questions to be raised and addressed during the workshop, among others:

- Q What systems are available for identifying individual student needs? How can programs be structured to respond to individual needs in group situations?
- Q What are learning styles and how do they relate to instructional strategies, curricula, and other schooling components?

- Q What approaches can be utilized to measure continuous progress and learning rates appropriate to each pupil's ability? How can programs be designed to assure this?

- Q Can all students master basic skills? How? What about children with special needs, non-English or limited-English-speaking, economically-disadvantaged, handicapped or gifted? Do they require special approaches?

- Q Is there an interdependence between instructional strategies, curricula and supporting materials?

- Q Can other areas of the curricula (arts, sciences, history, etc.) be utilized in programs designed to improve basic skill mastery? Can programs in mastery of basic skills be used to promote interest and achievement in other areas of the curriculum?

- Q How can we promote esteem for self and others, a better classroom and school environment, personal and social responsibility, critical thinking and independent judgement through the improvement of instructional approaches, curricula and supporting materials?

- Q Can training programs be developed for staff and community to accomplish these purposes? How should this be pursued?

- Q What options exist for designing formative evaluation systems to support these pursuits?

WORKSHOP DETAIL YET TO BE WORKED OUT:

A. Possible date(s) and length of time

B. Location

C. Process (detailed agenda)

D. Luncheons (?) and perdiem implications

E. Documentation

F. Planning day with presenters (?)

G. Transportation

APPENDIX B

School Improvement and Staff Development
Session Objectives

Session Title:	Research Findings and Implications
Presented:	July 12, 10:00 - 11:15
Presenter:	Dr. Les Birdsall

Session Objectives:

1. Examine the school site processes that support the successful implications of inservice programs.

2. Review the components of comprehensive school improvement programs.

3. Explain the steps necessary for building effective staff development programs.

4. Discuss the lessons learned from research and experience about school improvement and staff development.

Session Title:	California School Improvement and Staff Development Plan
Presented:	July 12, 1:00 - 2:30 and 2:45 - 4:15
Presenter:	Dr. Les Birdsall

Session Objectives:

1. Explain the background and history of the legislation.

2. Review the requirements of the legislation and place it into an understandable model.

3. Discuss its relationship to national research and experience.

Session Title:	School-Based Inservice
Presented:	July 12, 1:00 - 2:30 and 2:45 - 4:15
Presenter:	Dr. Roberto Perez

Session Objectives:

At the end of this activity, participants will be able to:

1. State at least three of the five phases which identify the school-based staff development model.

2. Explain the process for arriving at a collective understanding of what inservice education is, why we have it, who plans and conducts it, and how to determine its nature and content.

3. List the activities which help attain an understanding of the concept of the role of the teacher.

4. Explain one of the two needs assessment processes utilized by the school-based staff development model.

5. State the actual inservice education training process utilized by the model.

Session Title:	Clinical Instruction Plan
Presented:	July 12, 1:00 - 2:30 and 2:45 - 4:15
Presenters:	Drs. Pam Buckley and Karan Townsend

Session Objective:

1. Participants will be able to identify specific causes for the transfer of knowledge, skills, and attitudes from the inservice session to the classroom.

Session Title:	School Climate
Presented:	July 13, 9:00 - 11:00
Presenter:	Dr. Ed Kelley

Session Objectives:

1. Participants will understand various definitions used to describe the concept of school climate.

2. Participants will be able to compare and contrast differing definitions of school climate.

3. Participants will be able to identify and discuss strategies for assessment of school climate.

4. Participants will be able to identify training needs and interest in development of additional skills in the development of school climate.

Session Title:	Learning Styles
Presented:	July 13, 11:15 - 12:30 and 1:30 - 2:45
Presenter:	Stephan Jackson

Session Objectives:

1. Participants will be able to talk about the policy implications of the Lau Guidelines, Section II, which deal with learning styles of linguistically minority children.

2. Participants will be aware of current research on learning styles and the patterns of recent findings.

3. Participants will understand how learning styles are operationalized -- tests, analyses of test results, and instructional implications.

Session Title:	How to Change School Climate in an Urban School
Presented:	July 13, 11:15 - 12:30 and 1:30 - 2:45
Presenter:	Burbank Jr. High School Principal and Teachers, Houston ISD

Session Objective:

1. Participants will gain specific strategies for planning, developing, and implementing school climate projects.

Session Title:	School Climate as Indicated by Staff Relations/Patterns
Presented:	July 13, 11:15 - 12:30 and 1:30 - 2:45
Presenter:	Dr. Mark Ginsburg

Session Objectives:

1. Participants will be able to identify some of the issues related to measuring school climate.

2. Participants will be able to utilize sociometric techniques in assessing one indicator of school climate: the nature of staff communication patterns.

Session Title:	Texas Teacher Corps Network Conference (all session considered as a unit)

Conference Objectives:

1. Provide participants with an awareness and understanding of alternative strategies for conceptualizing, designing, and conducting school-based inservice programs.

2. Provide participants with awareness and understanding of thematic and operational elements of effective inservice programs.

3. Provide participants with an awareness and understanding of the opportunities available through their Teacher Corps projects to develop, field-test and validate staff development programs, and to institutionalize those practices proven to be successful as a result of such programs.

APPENDIX C

School Improvement and Staff Development Conference

Evaluation Instrument

TEXAS TEACHER CORPS NETWORK

SCHOOL IMPROVEMENT AND STAFF DEVELOPMENT

Session Evaluation

For Network Use Only

Instructions: Please fill in the information requested below, then circle the number which represents your response to each statement.

1 2 Session Title:

3 4 Date and Time of Session:

5 6 Position (please be specific):

7 Home Project is ___ New Start (1979-80 will be first year of operation)
___ Established Program (In operation one or more years prior to 1979-80)

	Not at all				To a great extent
8 1. The objectives of this session were stated clearly by the presenter. (Please see list of session objectives for reference if necessary.)	1	2	3	4	5
	Not at all				To a great extent
9 2. The objectives of this session were clearly met.	1	2	3	4	5
	Not at all				To a great extent
10 3. The presentation/discussion in this session was well organized.	1	2	3	4	5
	Not at all				To a great extent
11 4. I will use the information/skills that I gained from this session in the coming year.	1	2	3	4	5
	Not at all				To a great extent
12 5. Attending this session has been a worthwhile experience for me.	1	2	3	4	5
	Not at all				To a great extent
13 6. I would like to attend further sessions related to this area.	1	2	3	4	5

Please add any comments/suggestions regarding the overall organization and content of this conference below (or back of page). Such comments will be useful in the planning of future training sessions, and as such will be greatly appreciated. Thank you.

13 14 15